



**Homeschooling Advice:
Online Parent Webinar
Notes and Resources**

Tips and Resources for Learning and Homeschooling

KEEPING THE WIGGLES UNDER CONTROL

Some of the ways to help your child focus on their work and not all the other distractions around them or to let them use energy while they work.

- Allow them to sit on a big exercise ball or a jumper ball to work. This will allow them to wiggle while they work and they can bounce in place instead of off the walls.
- Practice breathing through hard problems. Here is a wonderful article about 3 simple breathing techniques. <https://www.parent.com/3-breathing-exercises-to-calm-kids-of-all-ages/>
- Let them work outside instead of inside when weather permits. This one could go either way, however, a change of scenery is always good to mix things up just enough to stay motivated.
- Play soft music in the background, classical or jazz or something without words can help your child focus better and stay calm through work time.

MAKING A SCHEDULE - SET EXPECTATIONS

One of the best ways to help keep structure and sanity in your home is to make a schedule. When a schedule is made it helps to organize the day and to set expectations. This will help keep the level of anxiety down for both kids and parents when they know when a good time to be together and when it is a good time to spend working independently.

Make the schedule(s) as a family so that everyone is open and has an input to their day. Review over it every night for the next day to give kids expectations of the next day.

Here are some important and helpful things to put in your schedule:

- Make more than one schedule or a schedule for each person in the house. Post them where everyone can see them.
- Make a morning routine.
- Have prayer and devotion time in the morning.
- Make a Check List so they can cross things off.
- Have something fun in the middle of day to give something to look forward to.
- Mandatory Quiet Time
- "Office Hours" - Time where children can come to you for help only during those times or where they need to leave you alone so you can work.
- Morning and Afternoon Exercise Time - even if it is just a walk down the block and back.

It is also helpful to know that it is more like a guideline and a rhythm of your day not a set regiment unless that is what works for your family. The more grace and patience everyone can have with the schedule the more it will figure itself out of how it works with your family.

KEEPING THE TODDLER BUSY

Some of families have school agers and a toddlers at home. Here are some of the suggestions for keeping them active while you work and the school agers work.

- Make special toys for only during "Working Hours"
- An article to help moms with younger kids. <https://www.lovetolearn.net/most-important-homeschool-lesson>
- Plan time with work or your older child during key moments where the little one is napping or snack time.
- Outside time where they can play while others work.

HANDLING THE MELTDOWN

When your child is freaking out about their schoolwork, it might not be about their schoolwork. Listen with parent ears to the undertones that your child is feeling. Give them an opportunity to tell you how they feel and circle around it with truth. They are under stress too. This is new to them as much as it is for most of us. It may be helpful to ask them to use their words without the drama. That way they are focused on what they are saying without the hysterics. Then together you can figure out the bottom line of what is going on. This does take time and patience. We are praying for you and lots of times prayer is a great way to stop and breathe peace into that moment. Also taking a break is not a bad thing to refresh one's attitude about the assignment.

- Take a break from schoolwork.
- Talk out the feelings without the drama.
- Practice breathing techniques

ACTIVITIES FOR ALL AGES

Audiobooks are a wonderful way for your kids to listen to stories and keep them focused more on playing while they listen. There are a lot of good books on Audible (currently free on all kid materials) that would be useful for all age-groups. Do check them out and enjoy your time at home. <https://stories.audible.com/>Some of the classics to enjoy. The Secret Garden, The Wind in the Willows, Swiss Family Robinson, Anne of Green Gable.

Additional Learning Websites with Educational Games

As working parents need new ways to distract kids for just five to ten minutes at times, here are some online resources that can help.

- This is the awesome free curriculum that we use. Everything from preschool activities to 12th grade is here! <https://allinonehomeschool.com/>
- Scholastic has created a free learn-from-home site with 20+ days of learning and activities. <https://classroommagazines.scholastic.com/support/learnathome.html>
- Pretend to travel the world. Go on a virtual tour of these 12 famous museums. <https://www.travelandleisure.com/attractions/museums-galleries/museums-with-virtual-tours>
- List of thinking games by grade: <https://allinonehomeschool.com/thinking/>

More awesome free learning websites that we like to use to help keep kids going.

Online resources:

- BrainPop and BrianPopJr.
- Curiosity Stream
- Tynker
- Outschoool
- Udeemy
- iReady
- Beast Academy (Math)
- Khan Academy
- Creative Bug
- Discovery Education

YouTube Channels:

- Crash Course Kids
- Science Channel
- SciShow Kids
- National Geographic Kids
- Free School
- Geography Focus
- TheBrainScoop
- SciShow
- Kids Learning Tube
- Geeek Gurl Diaries
- Mike Likes Science
- Science Max
- SoulPancake

- <https://www.starfall.com/h/>
- <https://www.abcya.com/>
- <https://www.funbrain.com/>
- <https://www.splashlearn.com/>
- <https://www.storylineonline.net/>
- <https://pbskids.org/>
- <https://www.highlightskids.com/>
- <https://kids.nationalgeographic.com/>
- <https://www.coolmath4kids.com/>

- <http://www.mathgametime.com/>
- <https://www.uniteforliteracy.com/>
- <http://www.literactive.com/Home/index.asp>
- <http://www.sciencekids.co.nz/>
- <https://www.switchzoo.com/>
- <https://www.seussville.com/>
- <https://www.turtlediary.com/>
- <https://www.e-learningforkids.org/>



**Homeschooling Advice:
Online Parent Webinar
Teens in Quarantine**

TEENS IN QUARANTINE

CREATE A DAILY SCHEDULE THAT IS REALISTIC & AGREED UPON.

Spend time creating a schedule that is both realistic and agreed upon between you and your teenager. There should be a specific time for certain activities.

Make sure that your teenager has some say in the layout of the schedule.

CONSIDER ENTERTAINMENT CONSUMPTION.

Try to reduce the amount of electronic and entertainment consumption. At times, in the busyness of this season, it may seem easier to allow teens to be in the other room and on their devices, however, attempting to limit the time spent there will help them focus on what is right in front of them.

CREATE SACRED SPACES.

Every habit, activity, or practice should have a space.

For example:

- If your student is doing homework, that should be done in at a table, not on the couch or in front of the tv.
- If it's time to go to sleep, then you should be in your room without electronics.
- If it's dinner time, then we eat at the table without devices, not the living room.

FOLLOW YOUR OWN RULES & PRACTICES.

A lot of times for teenagers, more is caught than taught.

If you have a practice or expectation for your home, make sure that you are also following that example.

EAT AT THE TABLE AND ASK QUESTIONS THAT INSPIRE CONVERSATION.

Spend time eating dinner together, at home, and at the dinner table. This practice has the potential to increase family engagement.

Here are 48 topics that you could discuss at the dinner table:

1. Use one word to describe your family.
2. If you could adopt a trait from another person at this table, what would it be?
3. Where is your most favorite spot in your home?
4. What is your most favorite family activity?
5. Is there a household chore you like doing?
6. If you could change lives with any relative for one day, who would it be?
7. If you could give your parents one tip on how to be a better parent, what would it be?

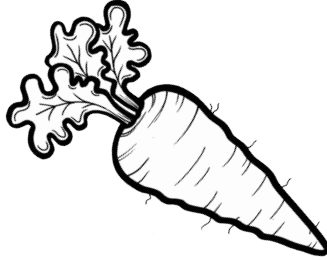
8. What is your most favorite family vacation?
9. If you had to choose only one kind of dessert to eat for a year, what would it be?
10. If you could visit anywhere in the world, where would you choose?
11. Which TV family is most like your own?
12. If had one wish (and you can't wish for more wishes), what would you wish for and why?
13. If you could pick a new first name, what name would you choose?
14. What is the most beautiful place you have been?
15. What is your favorite season? Why?
16. If you had to change your name, what would your new name be?
17. What is your biggest fear? Why?
18. What is the best gift you have ever been given?
19. If you opened a restaurant, what kind of food would you serve?
20. What is your favorite holiday? Why?
21. If you could live anywhere, where would you live?
22. What was the last book you read?
23. Describe yourself in two words.
24. Would you rather go back in time or go to the future?
25. What is your favorite dessert?
26. What is one goal you have for the year?
27. Would you rather go to the beach or the mountains?
28. If you could invent something, what would it be?
29. What is one of the most important things you've learned?
30. What is one thing you can't leave home without?
31. Would you rather live in a house, on a boat, or in space?
32. What is one thing that you are really good at?
33. What is the best vacation you have ever been on?
34. Would you rather stay up late or go to bed early?
35. What is your favorite thing to do to relax?
36. If you had intro music, what song would it be? Why?
37. What is your earliest memory?
38. If you had to be trapped in a TV show for the rest of your life, which show would you choose?
39. What word or saying from the past do you think should come back?
40. What is the best room in your house? Why?
41. If you could have a superpower what would it be?
42. What is a TV series you enjoy?
43. What product from an infomercial would you most like to own?
44. If you could have personally witnessed one event in history, what would you choose?
45. If you were a circus performer, what act would you perform?
46. What is your favorite thing to do with your family?
47. If you could stop doing one chore around the house what would it be?
48. What is your favorite flavor of ice cream?



**Kindergarten Learning
Packet**

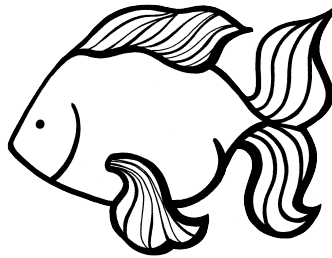
Directions: Write the letter that the picture starts with on the line.



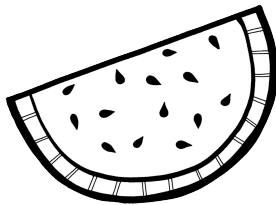


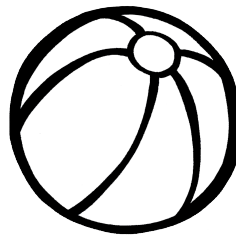














Directions: Practice writing your alphabet on the line.

A

B

C

D

E

F

G

Directions: Practice writing your alphabet on the line.

H

I

J

K

L

M

N

Directions: Practice writing your alphabet on the line.

O

P

Q

R

S

T

U

Directions: Practice writing your alphabet on the line.

V

W

X

Y

Z

a

b

Directions: Practice writing your alphabet on the line.

c

a

e

f

g

h

i

Directions: Practice writing your alphabet on the line.

j

k

l

m

n

o

p

Directions: Practice writing your alphabet on the line.

q

r

s

t

u

v

w

Directions: Practice writing your alphabet on the line.

X

Y

Z

Extra lines for practice

Directions: Practice writing your **first** name on each line.

Directions: Practice writing your **last** name on each line.

Ask your child to identify each lowercase letter.

h	d	m	f	j
l	a	g	i	c
e	y	n	b	r
p	a	s	v	o
x	t	w	u	z
k				

Color the b's green. Color the d's yellow.

b d b b d
b b d d d d
d d b d d b d
b b b
d b d b

Ask your child to identify each uppercase letter.

S	M	E	P	L
Q	B	H	F	C
W	R	A	U	Y
G	V	T	K	N
X	D	O	I	Z
J				

Ask your child to identify each letter sound.

h	d	m	f	j
l	q	g	i	c
e	y	n	b	r
p	a	s	v	o
x	t	w	u	z
k				

Match the uppercase letter to the lowercase letter.

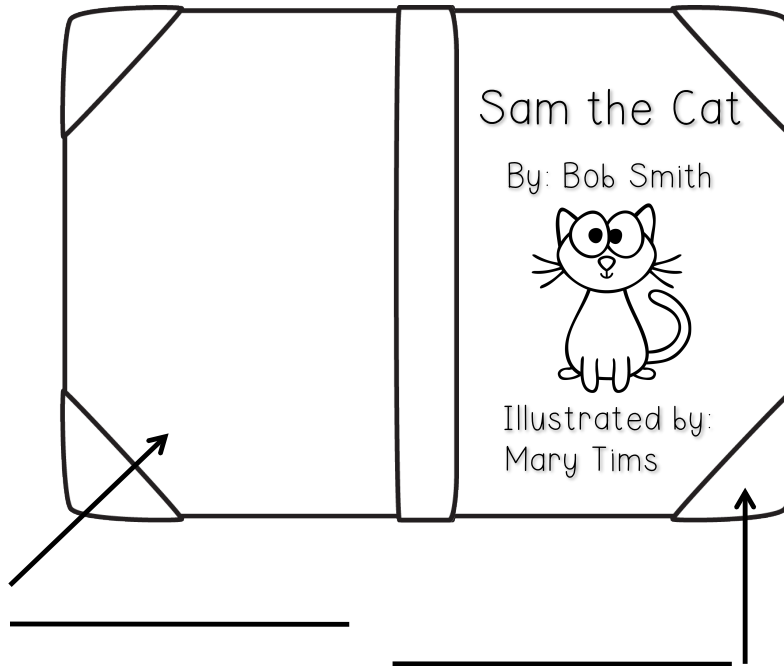
A	k
D	f
K	p
F	a
P	d

U	w
I	f
K	u
W	q
Q	i

Y	n
B	e
E	c
N	b
C	y

J	t
H	e
M	j
T	h
Z	m

Look at the book below. Follow the directions.



Circle the title.

Draw a square around the author.

Circle the illustrator with a blue crayon.

Label the front cover.

Label the back cover.

Practice writing your numbers on the lines provided.

1

2

3

Practice writing your numbers on the lines provided.

4

5

6

Practice writing your numbers on the lines provided.

7

8

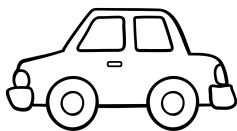
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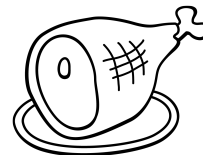
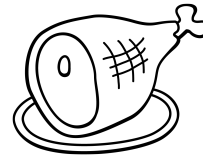
Practice writing your numbers on the lines provided.

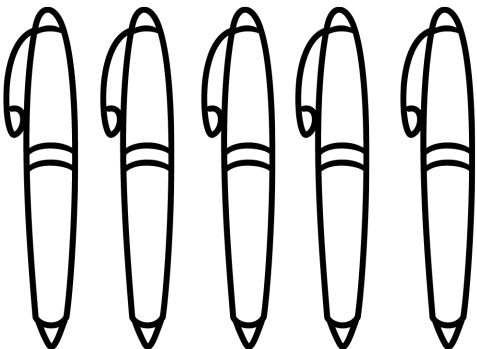
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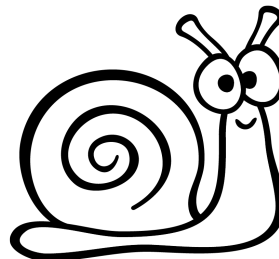
Extra lines for practice

Count how many pictures and write it on the line.

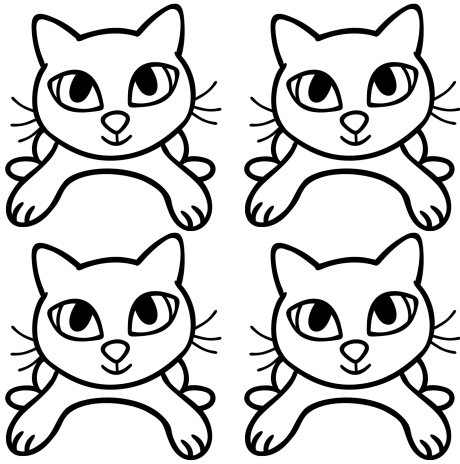


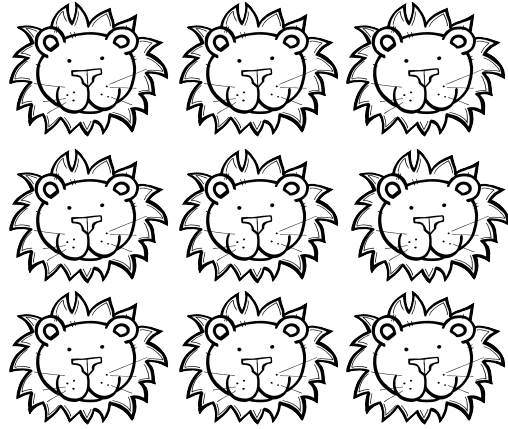


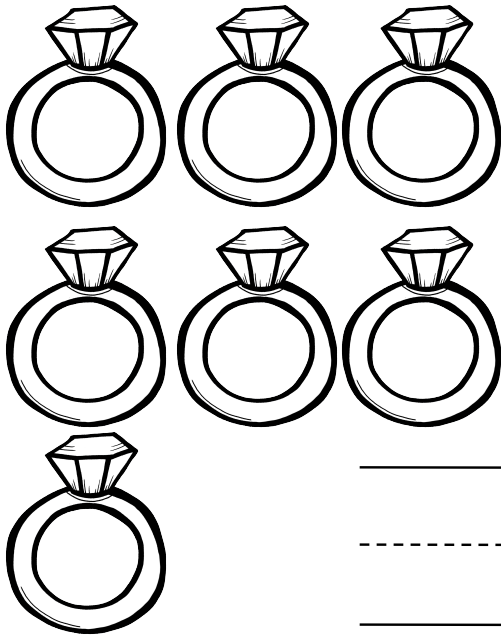


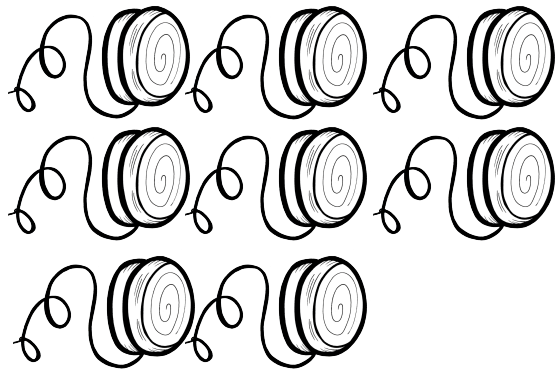


Count how many pictures and write it on the line.









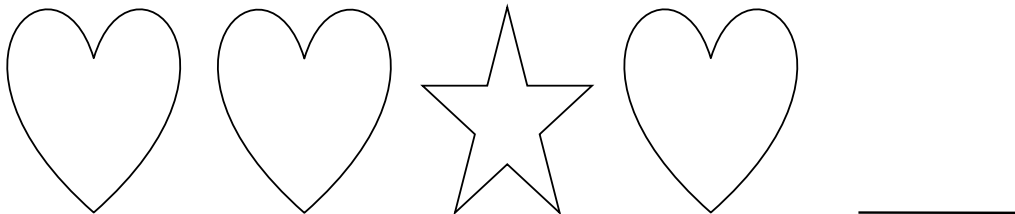
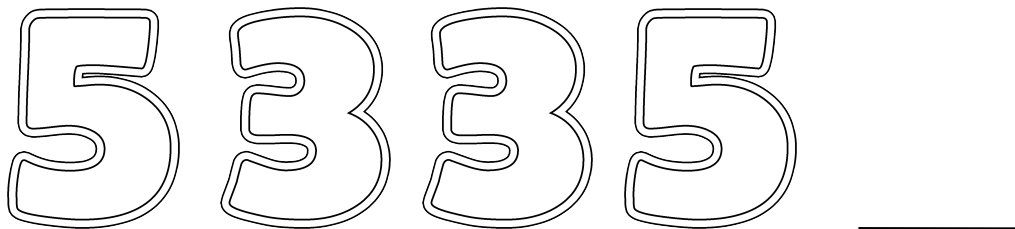
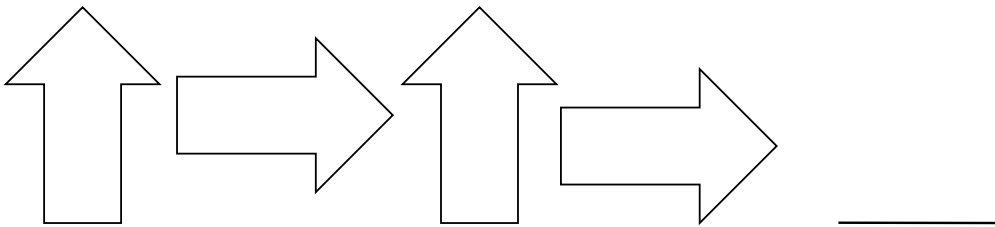
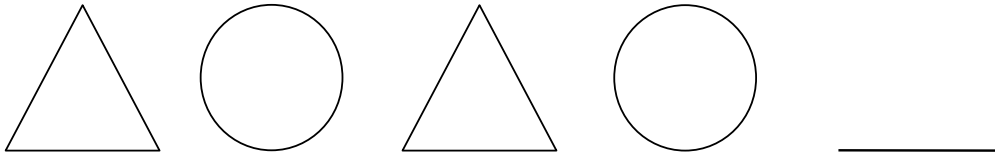
Count how many apples and write it below. Write how many in all.

$$\begin{array}{ccccccc} \text{Apple} & + & \text{Apple} & = & & & \\ \hline & & & & & & \end{array}$$

$$\begin{array}{ccccccc} \text{Apple} \text{ Apple} & + & \text{Apple} & = & & & \\ \hline & & & & & & \end{array}$$

$$\begin{array}{ccccccc} \text{Apple} \text{ Apple} \text{ Apple} & + & \text{Apple} \text{ Apple} & = & & & \\ \hline & & & & & & \end{array}$$

Finish the pattern.



Color the left hand blue.



Color the right hand red.



Color the box with the color that is written.

blue

green

yellow

red

brown

pink

orange

purple

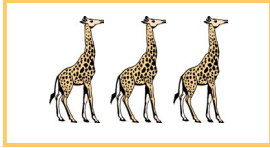
black



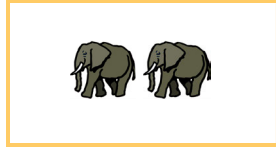
1st Grade Learning Packet

Counting

1. Count. Write the number in the box.



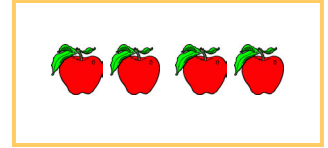
a.



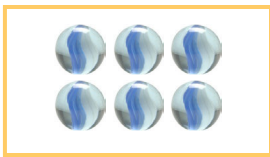
b.



c.



d.



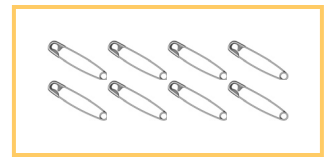
e.



f.



g.

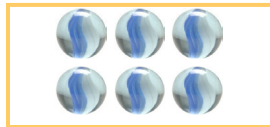


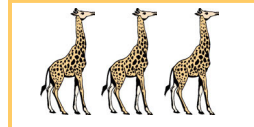
h.

2. Count. Write the number. Then circle the number that is MORE.

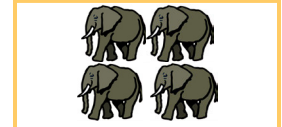


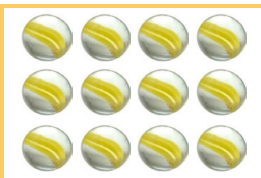
a.



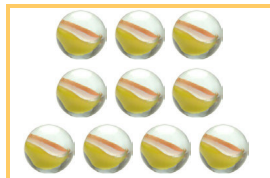


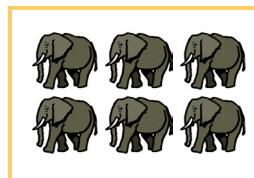
b.



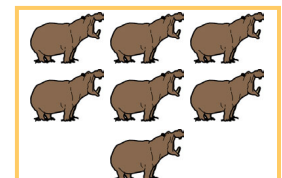


c.

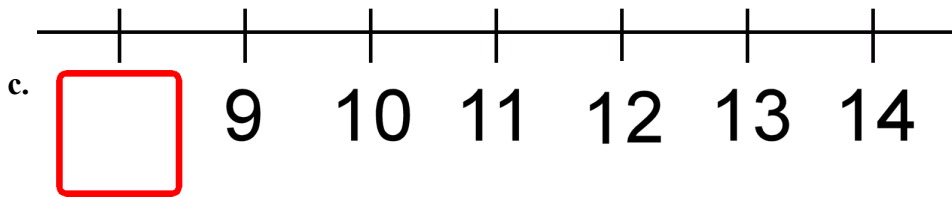
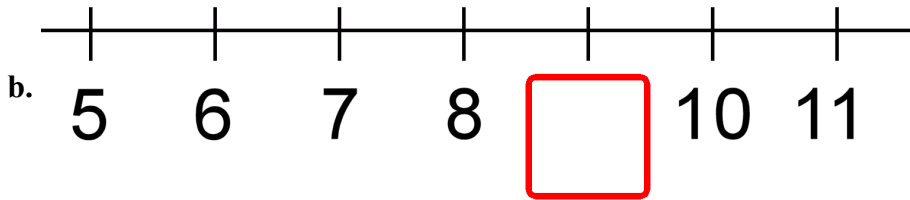
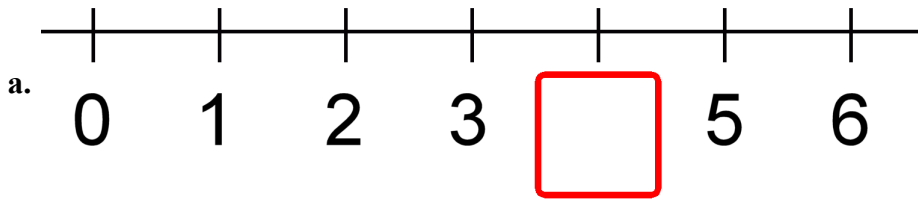




d.



3. Write the missing number below the number line.

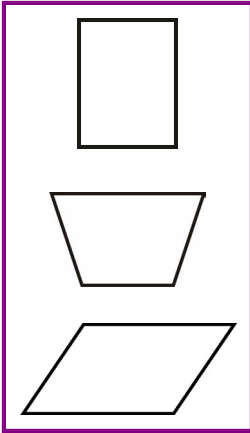


4. Circle the group that has more things. Then count ALL (both groups).
Write the number in the box below.

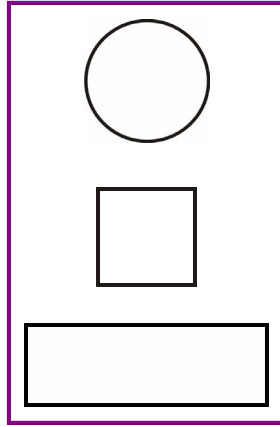
<p>a.</p> <input type="text"/>	<p>b.</p> <input type="text"/>	<p>c.</p> <input type="text"/>
<p>d.</p> <input type="text"/>	<p>e.</p> <input type="text"/>	<p>f.</p> <input type="text"/>

Position Words, Colors, and Shapes

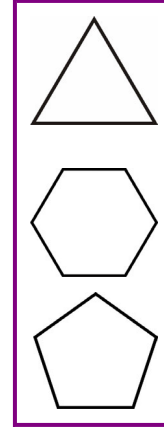
1. a. Color the top shape RED.



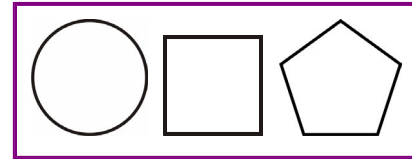
b. Color the bottom shape BLUE.



c. Color the middle shape YELLOW.



2. a. Color the shape on the right GREEN.



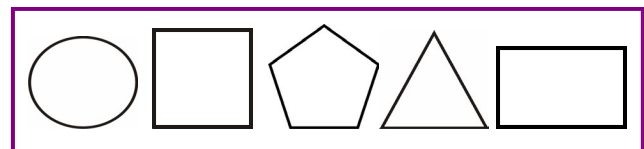
b. Color the shape in the middle BLUE.



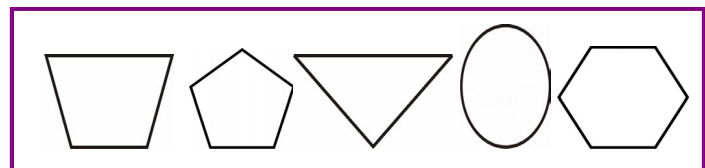
c. Color the shape on the left YELLOW.



d. Color the two shapes on the right ORANGE.

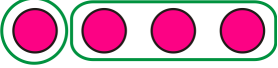







e. Color the two shapes on the left PURPLE.












Two Groups and a Total

1. Make two groups.

a. 4  1 and 3	b. 4  2 and 2	c. 4  3 and 1
d. 5  3 and 2	e. 5  2 and 3	f. 5  1 and 4

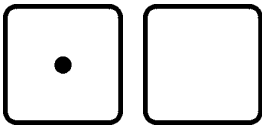
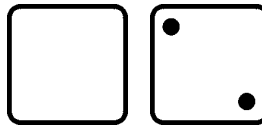
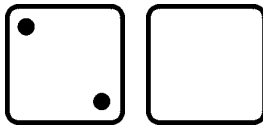
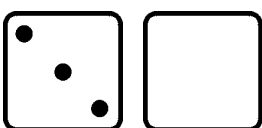
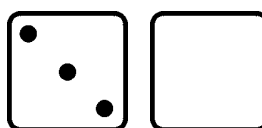
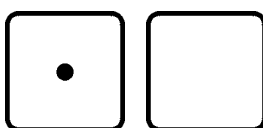
2. Make two groups. Write how many are in the second group.


a. 4  1 and _____	b. 4  2 and _____	c. 4  3 and _____
d. 5  4 and _____	e. 5  3 and _____	f. 5  2 and _____
g. 5  1 and _____	h. 5  5 and _____	i. 5  0 and _____

3. Draw as many dots as the number shows. Then divide them into two groups.
 (There are many ways to do this.) Write how many are in each group.

<p>a. 3</p> <p>_____ and _____</p>	<p>b. 5</p> <p>_____ and _____</p>	<p>c. 4</p> <p>_____ and _____</p>
<p>d. 2</p> <p>_____ and _____</p>	<p>e. 6</p> <p>_____ and _____</p>	<p>f. 8</p> <p>_____ and _____</p>


4. The number at the top is the total. Draw the missing dots on the face of the blank dice.
 Write on the lines how many dots are on the face of each dice.

<p>a. 3</p>  <p>_____ and _____</p>	<p>b. 6</p>  <p>_____ and _____</p>	<p>c. 5</p>  <p>_____ and _____</p>
<p>d. 4</p>  <p>_____ and _____</p>	<p>e. 6</p>  <p>_____ and _____</p>	<p>f. 5</p>  <p>_____ and _____</p>



2 and 2





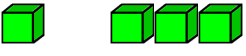




“Two and two makes four.”



1 and 4

“One and four makes five.”

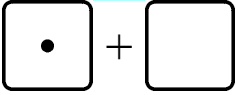
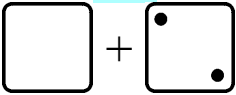
5. Write how many are in each group. Write the total in the box.

<p>a. </p> <p>_____ and _____ <input type="text"/></p>	<p>b. </p> <p>_____ and _____ <input type="text"/></p>	<p>c. </p> <p>_____ and _____ <input type="text"/></p>
<p>d. </p> <p>_____ and _____ <input type="text"/></p>	<p>e. </p> <p>_____ and _____ <input type="text"/></p>	<p>f. </p> <p>_____ and _____ <input type="text"/></p>
<p>g. </p> <p>_____ and _____ <input type="text"/></p>	<p>h. </p> <p>_____ and _____ <input type="text"/></p>	<p>i. </p> <p>_____ and _____ <input type="text"/></p>

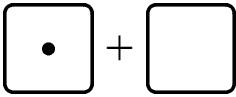
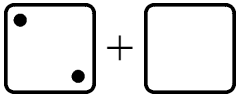
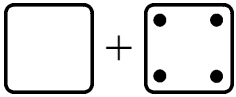
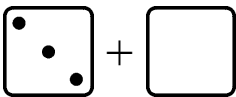
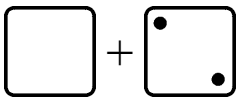
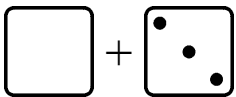
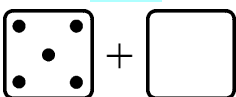
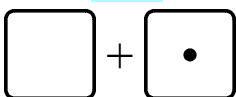

6. Draw circles for each number. Write the total in the box.

<p>a. 2 and 2 <input type="text"/></p>	<p>b. 3 and 1 <input type="text"/></p>
<p>c. 3 and 3 <input type="text"/></p>	<p>d. 1 and 4 <input type="text"/></p>

Missing Items

<p>Something is missing from the addition. The TOTAL is not missing. The total is 5.</p> <p>How many are in the second group? That is what is missing!</p> <p>There should be a total of 5 dots. Draw 4 in the face of the second dice.</p>	<p>5</p>  <p>1 + _____</p>
<p>There should be a total of 4 dots. The face of the second dice has two. There are none on the face of the first dice, so you need to draw them.</p> <p>Read: “2 plus what number makes 4?” or, “2 and how many more makes 4?” or, “What number and 2 makes 4?”</p>	<p>4</p>  <p>_____ + 2</p>

1. Complete the addition. Draw the missing dots. The total is on top.

<p>3</p>  <p>a. 1 + _____</p>	<p>3</p>  <p>b. 2 + _____</p>	<p>5</p>  <p>c. _____ + 4</p>
<p>5</p>  <p>d. 3 + _____</p>	<p>5</p>  <p>e. _____ + 2</p>	<p>4</p>  <p>f. _____ + 3</p>
<p>5</p>  <p>g. 5 + _____</p>	<p>4</p>  <p>h. _____ + 1</p>	<p>4</p>  <p>i. _____ + 2</p>

3 + ____ = 5

The **TOTAL** is now written after the equal sign “=”.
The answer is 3 + 2 = 5

____ + 3 = 4








See the **TOTAL** written after the equal sign “=”.
The answer is 1 + 3 = 4

2. Draw more dots to show the missing number. Write the missing number.

<p>a. $2 + \underline{\quad} = 4$</p>	<p>b. $1 + \underline{\quad} = 1$</p>	<p>c. $\underline{\quad} + 1 = 5$</p>
<p>d. $3 + \underline{\quad} = 5$</p>	<p>e. $\underline{\quad} + 1 = 4$</p>	<p>f. $2 + \underline{\quad} = 3$</p>
<p>g. $5 + \underline{\quad} = 5$</p>	<p>h. $\underline{\quad} + 1 = 3$</p>	<p>i. $2 + \underline{\quad} = 5$</p>
<p>j. $1 + \underline{\quad} = 5$</p>	<p>k. $\underline{\quad} + 2 = 2$</p>	<p>l. $3 + \underline{\quad} = 4$</p>

Sums with 6

1. Here are some different ways to group six hippos into two groups.
Write the addition sentences.

 _____ + _____ = _____	 _____ + _____ = _____
 _____ + _____ = _____	 _____ + _____ = _____
 _____ + _____ = _____	 _____ + _____ = _____
 _____ + _____ = _____	

2. Play “6 Out” *and/or* “Some Went Hiding” with 6 objects (see the introduction).

3. **Drill.** Don't write the answers but just solve them in your head.

$1 + \square = 6$

$4 + \square = 6$

$\square + 2 = 6$

$\square + 3 = 6$

$2 + \square = 6$

$3 + \square = 6$

$\square + 0 = 6$

$\square + 1 = 6$

$6 + \square = 6$

$5 + \square = 6$

$\square + 4 = 6$

$\square + 5 = 6$



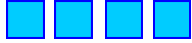
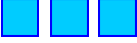

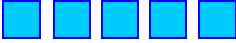


4. Add the numbers and write the total on the line.

a. $1 + 5 = \underline{\hspace{2cm}}$

b. $2 + 3 = \underline{\hspace{2cm}}$



c. $4 + 2 = \underline{\hspace{2cm}}$

5. Draw more little boxes to illustrate the missing number.

<p>a. </p> <p>2 + <input type="text"/> = 6</p>	<p>b. </p> <p>2 + <input type="text"/> = 5</p>	<p>c. </p> <p>4 + <input type="text"/> = 6</p>
<p>d. </p> <p>3 + <input type="text"/> = 6</p>	<p>e. </p> <p>1 + <input type="text"/> = 6</p>	<p>f. </p> <p>5 + <input type="text"/> = 6</p>
<p>g. </p> <p>1 + <input type="text"/> = 5</p>	<p>h.</p> <p>0 + <input type="text"/> = 6</p>	<p>i. </p> <p>3 + <input type="text"/> = 5</p>

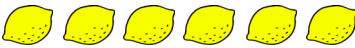

6. Jack and Jill share 5 cucumbers and 6 lemons in different ways. Find how many Jill gets. You can cover the cucumbers or lemons with your hand to help.

a. 5

Jack gets:	Left for Jill:
2	
1	
5	
3	
0	
4	

b. 6

Jack gets:	Left for Jill:
1	
4	
5	
0	
2	
3	

7. Add.

2 + 3 = _____

4 + 1 = _____

3 + 3 = _____

4 + 2 = _____

1 + 3 = _____

1 + 5 = _____

2 + 2 = _____

2 + 4 = _____

Name: _____

Date: _____

Grade 1 Reading Comprehension Worksheet

THE ANT AND THE DOVE

Read the story below.

There was once an Ant who was very thirsty, and she went down to the brook to drink, but the current carried her away down the stream. A Dove pulled a leaf from a bush nearby and dropped it into the water. The Ant, climbing upon the leaf, floated down the stream and she landed safely. Not long after, a man who was out in the woods tried to catch the Dove, and just as the man was about to catch the Dove the Ant bit him on his heel. So the Dove flew away in safety.



Answer each question.

1. Was the Ant thirsty?

- a. Yes b. No

2. Why did she go down to the brook?

3. What did Dove do?

4. Where did the Ant bite a man?

Name: _____

Date: _____

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Answer each question.

1. Was the Ant thirsty?

a. Yes **b. No**

2. Why did she go down to the brook?

She went down to drink water.

3. What did Dove do?

A Dove pulled a leaf and dropped it into the water.

4. Where did the Ant bite a man?

Ant bit him on his heel.

Name: _____

Date: _____

Grade 1 Reading Comprehension Worksheet

Friday Night with Mom By Bruce Larkin

Read the passage.

"It's Friday," said Nathan. "Friday is the best day of the week!" "Yes," said Mom. "I will pick you up after school." "Good," said Nathan, "Tonight we can watch a movie together." "What do you want for dinner?" asked Mom. "Shrimp please," said Nathan. "I love shrimps!" That night, Nathan and Mom ate shrimps and watched a movie. "I love Fridays," said Nathan. "I do, too," said Mom.



Answer each question.

1. Which day is the best day for Nathan?

2. Who will pick up Nathan after school?

3. Which food Nathan like the most?

a. Fish b. Shrimp c. Chicken

4. Did Mom and Nathan watch a movie?

Name: _____

Date: _____

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Answer each question.

1. Which day is the best day for Nathan?

Friday is the best day for Nathan.

2. Who will pick up Nathan after school?

Mom will pick Nathan after school.

3. Which food Nathan like the most?

a. Fish **b. Shrimp** c. Chicken

4. Did Mom and Nathan watch a movie?

Yes.

Name: _____

Date: _____

Grade 1 Reading Comprehension Worksheet

Roy G Biv By Joy Cowley

Read the story below.

Here I am, Roy G Biv. Rainbow Town is where I live. Here are the clothes I like to wear: red hat, orange tie, yellow shirt, green braces, blue trousers, indigo shoes, violet umbrella. Here I am, Roy G Biv. Rainbow Town is where I live. Roy G Biv will help you know... all the colors in a rainbow.



Answer each question.

1. Where does Roy G Biv live?

2. What is the color of his umbrella?

- a. Blue b. Violet c. Green

3. What does he like to wear?

4. How many colors are in a rainbow.

- a. Five b. Seven c. Nine

Name: _____

Date: _____

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Answer each question.

1. Where does Roy G Biv live?

Rainbow Town.

2. What is the color of his umbrella?

a. Blue **b. Violet** c. Green

3. What does he like to wear?

He likes to wear: red hat, orange tie, yellow shirt, green braces, blue, trousers, indigo shoes.

4. How many colors are in a rainbow.

a. Five **b. Seven** c. Nine

Name: _____

Date: _____

Grade 1 Reading Comprehension Worksheet

Clever Mr. Brown

By Joy Cowley

Read the short story below.

Mr. Brown was a very clever man. One day he cut down a tree. Then he sawed it into bits of wood.

“See this?” He said. “I’m going to make us an aeroplane.” “An aeroplane?” said Mrs. Brown, “Oh, my dear, you are clever.” “I know,” said Mr. Brown. “I have been clever all my life.”



Answer the Questions:

1. Mr. Brown was a very _____ man.

- A foolish B clever C kind

2. What did he cut down one day? _____

3. What he was going to make? _____

4. What did Mrs. Brown say to him? _____

Name: _____

Date: _____

Grade 1 Reading Comprehension Worksheet

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Answer the Questions:

1. Mr. Brown was a very _____ man.

- A foolish B clever C kind

2. What did he cut down one day? A tree

3. What he was going to make? An aeroplane

4. What did Mrs. Brown say to him? “Oh, my dear, you are clever.”

Name _____

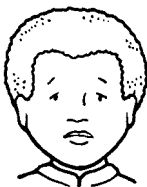
dad sad nap tap sack
back man mat too over

Look at the picture. Add ad or ap or ack to complete the word.

Words with **ad**

Words with **ap**

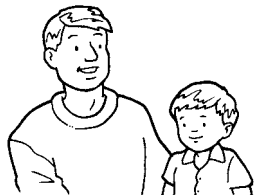
Words with **ack**



1. _____

3. _____

5. _____



2. _____

4. _____

6. _____



Name _____

Read the spelling words.

pin

win

hit

sit

miss

kiss

sad

map

be

ride

Write the words that end with i.1. _____

_____2. _____

_____**Write the words that end with in.**3. _____

_____4. _____

_____**Write the words that end with iss.**5. _____

_____6. _____

_____**Write the words that end with the letter e.**7. _____

_____8. _____

_____

Name _____

Read the words. Say each word.

crib	crab	grab	grass	trap
trip	hit	win	that	good

Complete each word with the letter a.

- | | |
|----------------|---------------|
| 1. gr _____ ss | 2. th _____ t |
| 3. cr _____ b | 4. tr _____ p |
| 5. gr _____ b | |

Complete each word with the letter i.

- | | |
|---------------|---------------|
| 6. h _____ t | 7. cr _____ b |
| 8. tr _____ p | 9. w _____ n |

Complete the word with oo.

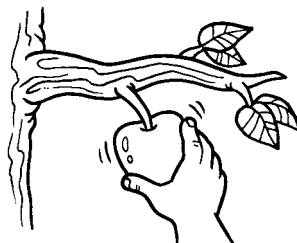
10. g _____ d

Name _____

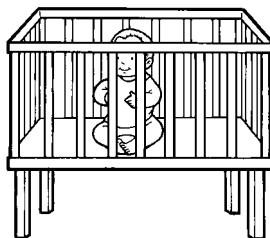
crib crab grab grass trap
 trip hit win that good

Add the word parts to make a spelling word. Write the spelling word on the line.

1. gr + ab = _____

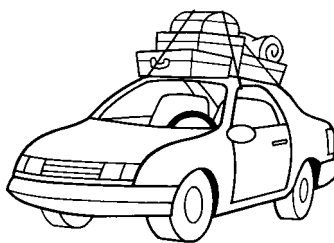


2. tr + ap = _____



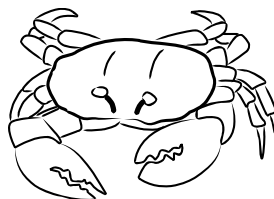
3. cr + ib = _____

4. th + at = _____



5. tr + ip = _____

6. cr + ab = _____



Name _____

Complete each sentence with a spelling word.
Write the spelling word correctly on the line.

1. Wag, do you see

_____ crab?



2. Wag, do not trap

the _____!



3. You are _____, Wag.
You win a pat.



4. I can hit it in the _____



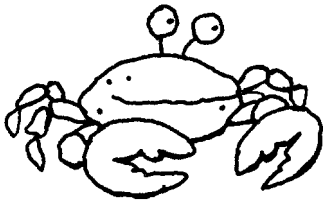
5. Wag, can you _____
that for me?



Name _____

Write the spelling word that goes with each picture.

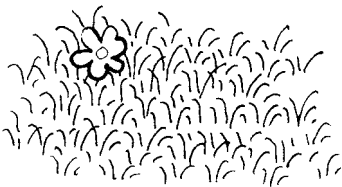
1.



2.



3.



4.



Circle the spelling word in each row. Then write the word.

5. look	come	good
6. tin	trap	track
7. tag	trim	trip
8. that	thin	too

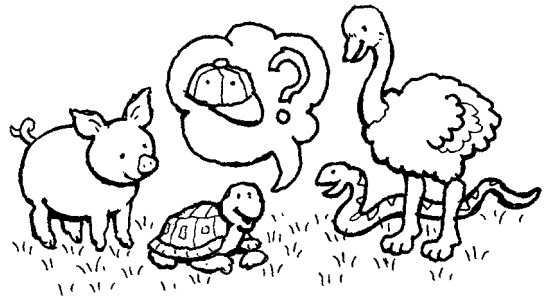
Name _____

Pick the word that is correct. Write the word to complete the sentence.

1. Where is my hat? Can

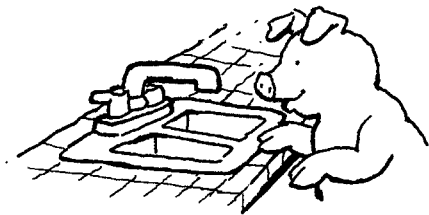
you _____?

help halp



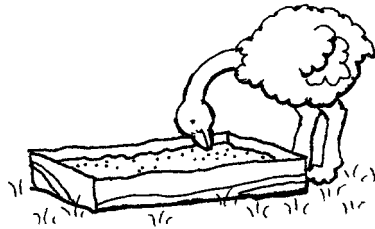
2. Is it up in the _____?

snik sink



3. Is it down in the _____?

sand sadd



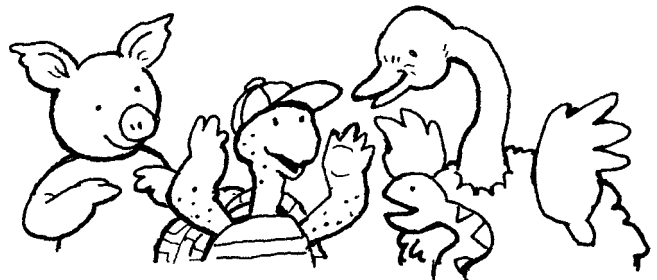
4. Is it in the _____
over there?

grass gars



5. You are _____
good pals!

viry very



Name _____

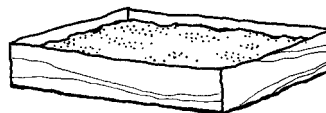
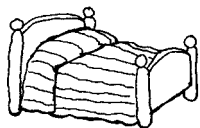
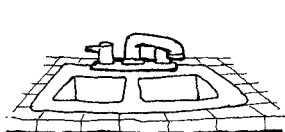
**Add a part from the box to make a spelling word.
Circle the picture that matches the word.**

nd

st

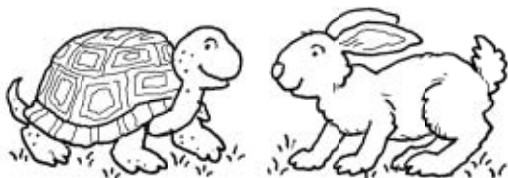
nk

lp



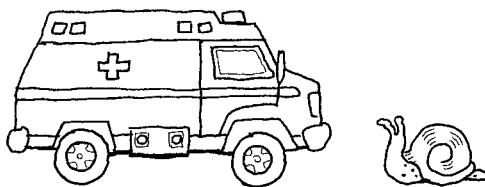
1. si _____

2. sa _____



3. fa _____

4. la _____



5. we _____

6. he _____

Circle the word that is correct.

7. snet

stenn

sent

8. verry

very

Name _____

Read the words. Say each word.

hop	top	log	hog	hot
lot	sand	sink	one	they

Complete each spelling word with the letter o.

- | | | |
|--------------|--------------|--------------|
| _____ | _____ | _____ |
| 1. h _____ g | 2. h _____ t | 3. t _____ p |
| _____ | _____ | _____ |
| 4. l _____ t | 5. h _____ p | 6. l _____ g |

Complete each spelling word with the letter n.

- | | |
|---------------|---------------|
| _____ | _____ |
| 7. si _____ k | 8. sa _____ d |
| _____ | _____ |

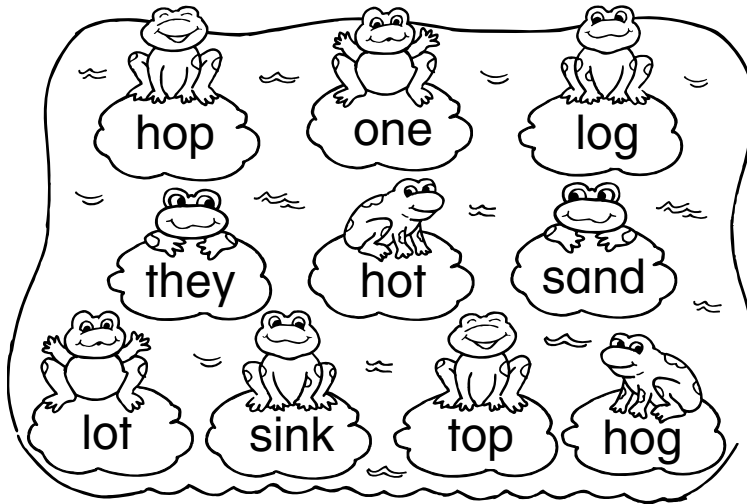
Complete each spelling word with the letter e.

- | | |
|---------------|--------------|
| _____ | _____ |
| 9. th _____ y | 10. on _____ |
| _____ | _____ |

Name _____

hop top log hog hot
lot sand sink one they

Circle the words that have the short o sound.



Write the words you circled.

_____	_____	_____
_____	_____	_____
1. _____	2. _____	3. _____
_____	_____	_____
_____	_____	_____
4. _____	5. _____	6. _____



Name _____

**Is the underlined word spelled correctly?
Choose Yes or No. If the word is spelled wrong,
write the word correctly.**

1. Did the hoog have on a hat?

Correct? Yes No



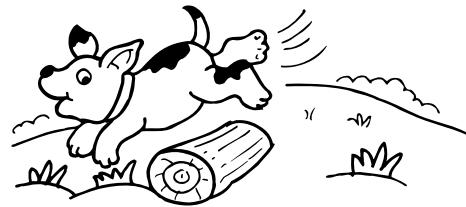
2. I can dig in the sand.

Correct? Yes No



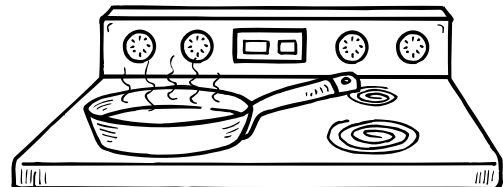
3. The dog will hop over the log.

Correct? Yes No



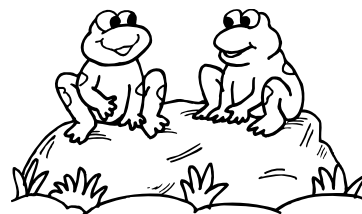
4. The pan is very hott.

Correct? Yes No



5. Are thay on top of the rock?

Correct? Yes No



Name _____

Look at each set of words. One word in each set is spelled correctly. Use a pencil to fill in the circle in front of that word.

1. lot
 lott
 lat
2. hoog
 hig
 hog
3. onn
 one
 oen
4. hopp
 hap
 hop
5. ttop
 toop
 top
6. they
 thay
 theyy
7. loog
 log
 logg
8. hot
 hott
 hoht



2nd Grade Learning Packet





















NAME : _____

SCORE : _____

Teacher : _____

Date : _____

Write the Correct Comparison Symbol ($>$, $<$ or $=$) in Each Box

- 1)  
- 2)  
- 3)  
- 4)  
- 5)  
- 6)  
- 7)  
- 8)  
- 9)  
- 10)  

Name: _____

Date: _____

Grade 2 Reading Comprehension Worksheet

The Ant and the Grasshopper

By Aesop

Read the story below.

In a field one summer's day a Grasshopper was hopping and singing. An Ant passed by, bearing along with great toil an ear of corn. "Why not come and chat with me," said the Grasshopper. "I am helping to lay up food for the winter," said the Ant. "Why bother about winter?" said the Grasshopper. But the Ant went on its way and continued its toil. When the winter came the Grasshopper had no food and found itself dying of hunger while it saw the ants distributing every day corn and grain from the stores they had collected in the summer. Then the Grasshopper knew: It is best to prepare for days of need.



Answer each question.

1. What was the Grasshopper doing?

2. "Why not come and chat with me." Who said that?

- a. Cat b. Dog c. Grasshopper

3. What did the Ant reply to the Grasshopper?

4. What did happen when the winter came?

5. How did the Ant spend the winter?

Name : _____

Score : _____

Teacher : _____

Date : _____

Count the Money

1)



\$ _____

2)



\$ _____

3)



\$ _____

4)



\$ _____

5)



\$ _____



Name _____ Date _____

Read the paragraph. Then answer the questions.

A Gardener's Friend

What do ladybugs eat? Their main food is a tiny insect called an aphid.

Most gardeners think of aphids as **pests**.

These insects cause harm to plants by sucking out their juices.

When people see ladybugs in their gardens, however, they are pleased.



1. Which sentence tells what most likely happens next?

- A. Gardeners will get rid of the ladybugs.
- B. The ladybugs will eat the aphids.
- C. The aphids will attack the ladybugs.

2. In this paragraph the word **pests** must mean

- A. troublemakers.
- B. plants.
- C. helpers.

3. How are ladybugs and aphids different?

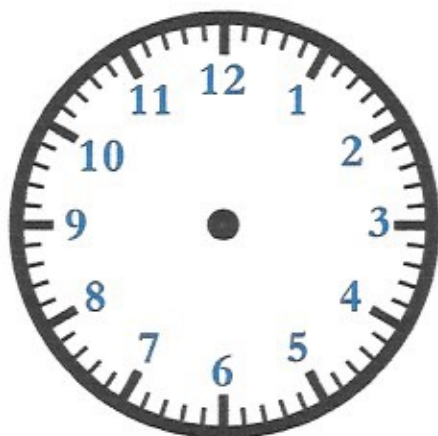
name . _____

score . _____

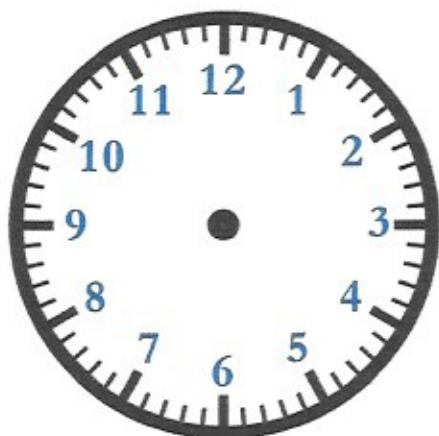
Teacher : _____

Date : _____

Draw the Hands on the Clock Face



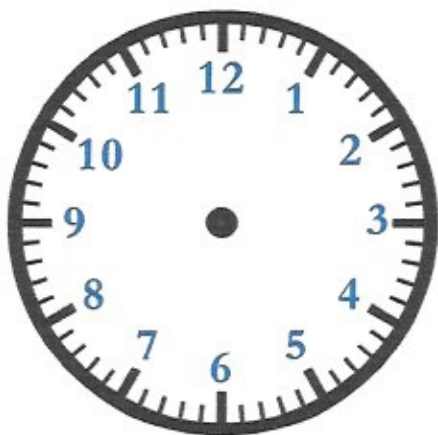
1:20



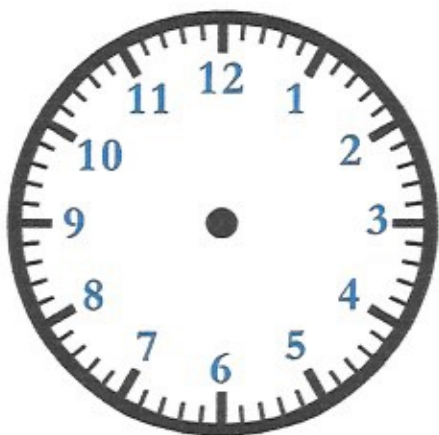
4:20



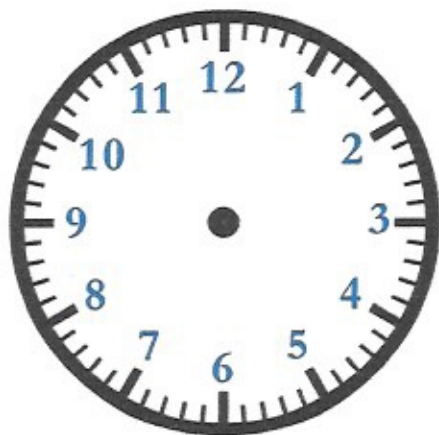
6:00



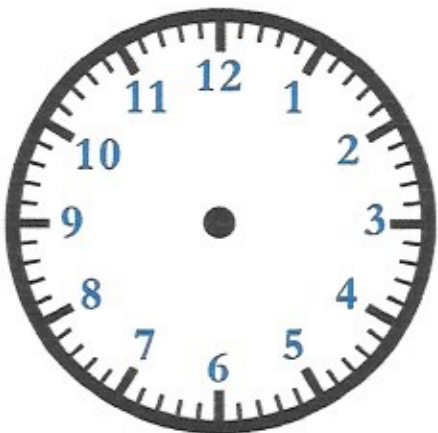
10:40



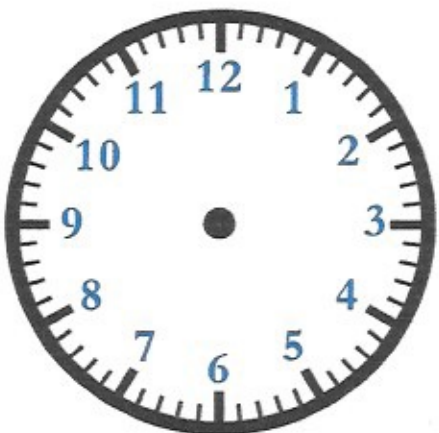
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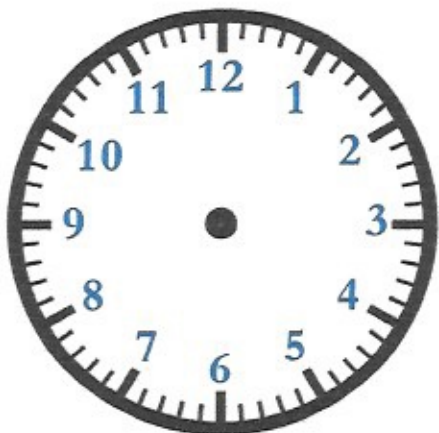
5:40



7:20



9:00



2:20

Name _____ Date _____

Read the paragraph. Then answer the questions.

A Tale of Tails

Pigs are known for having curly tails. They're so cute! Experts say that you can tell how healthy a pig is by the curl of his tail. A pig with a curly tail is in good health. But a pig with a straight tail is not. Poor pig. A straight tail on a pig is a sign of illness. Farmers should take good care of their pigs so they don't get sick.



1. Write *fact* or *opinion* next to each sentence.

- _____ A. They're so cute!
- _____ B. Experts say that you can tell how healthy a pig is by the curl of its tail.
- _____ C. A straight tail on a pig is a sign of illness.

2. Which sentence is most likely true?

- A. Pigs like to wag their tails.
- B. Pigs always get sick.
- C. Farmers check their pigs' tails often.

3. What will a farmer most likely do if a pig's tail is straight?

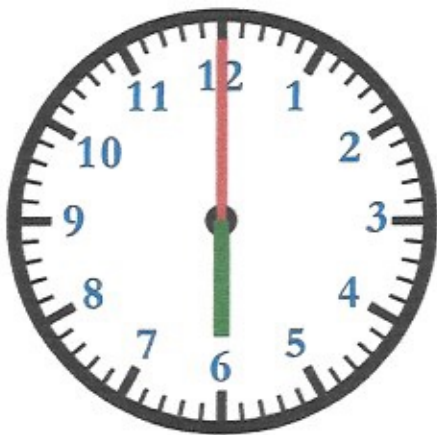
Name : _____

Score : _____

Teacher : _____

Date : _____

What Time Is It ?



Name _____ Date _____

Read the paragraph. Then answer the questions.

A Mark on the Wall

Anna took off her shoes. She stood straight with her back against the wall. Anna's mother put the ruler on Anna's head and made a little mark on the wall. It was two inches above another mark. Next to the new mark, Anna's mother wrote the date. "Wow!" she said. "No wonder your jeans are too short."



1. Which sentence is most likely true?
 - A. Anna's mother is measuring Anna's head.
 - B. Anna's mother is mad at Anna.
 - C. Anna has grown two inches taller.
2. You can guess that the next mark will be
 - A. the same.
 - B. lower.
 - C. higher.
3. Most likely Anna's mother will
 - A. buy Anna new jeans.
 - B. give Anna old jeans.
 - C. make Anna stop growing.

Name : _____

Score : _____

Teacher : _____

Date : _____

What Time Is It ?



Name _____ Date _____

Read the paragraph. Then answer the questions.

Meet Mercury

Can you name the planets in our solar system? Mercury is one of them. Like the other planets, Mercury moves in a path around the Sun. Mercury travels faster than the other planets. It speeds along at about 107,000 miles an hour. Mercury is the planet closest to the Sun. Its days are very hot, and its nights are very cold. There is no water on Mercury.



1. The main idea of the paragraph is
 - A. the lack of water on Mercury.
 - B. the planets in the solar system.
 - C. what the planet Mercury is like.
2. A detail that tells more about the main idea is
 - A. the speed at which Mercury travels around the Sun.
 - B. the names of the other planets in the solar system.
 - C. how fast other planets in the solar system travel.
3. Write one way that Mercury differs from other planets.

Adding whole tens to a 3-digit number

Grade 2 Addition Worksheet

Find the sum.

1) $979 + 20 =$ _____ 2) $232 + 80 =$ _____

3) $351 + 80 =$ _____ 4) $423 + 70 =$ _____

5) $896 + 10 =$ _____ 6) $291 + 70 =$ _____

7) $580 + 50 =$ _____ 8) $911 + 80 =$ _____

9) $699 + 70 =$ _____ 10) $563 + 70 =$ _____

11) $731 + 60 =$ _____ 12) $737 + 20 =$ _____

13) $735 + 70 =$ _____ 14) $723 + 40 =$ _____

15) $772 + 80 =$ _____ 16) $498 + 20 =$ _____

17) $277 + 20 =$ _____ 18) $955 + 50 =$ _____

19) $554 + 40 =$ _____ 20) $603 + 50 =$ _____

Name _____ Date _____

Read the paragraph. Then answer the questions.

Ellen's Saturday

When Ellen wakes up on Saturday, there is snow on the ground. Ellen **races** through her breakfast. Then she pulls on a hat, jacket, and gloves. Her boots are not in the closet, so she runs outside in her sneakers. She joins her friends to go sledding.



1. Which sentence tells what most likely happens next?

- A. Ellen's feet will get cold and wet.
- B. Ellen will lose her sled on the hill.
- C. Ellen's friends will take off their boots.

2. You can tell that Ellen loves

- A. breakfast.
- B. snow.
- C. boots.

3. In this paragraph, the word **races** means

- A. rushes.
- B. drags.
- C. runs.

Adding whole tens to a 3-digit number

Grade 2 Addition Worksheet

Find the sum.

1) $880 + 20 =$ _____ 2) $575 + 70 =$ _____

3) $274 + 20 =$ _____ 4) $191 + 50 =$ _____

5) $958 + 80 =$ _____ 6) $555 + 20 =$ _____

7) $342 + 70 =$ _____ 8) $917 + 70 =$ _____

9) $663 + 30 =$ _____ 10) $189 + 20 =$ _____

11) $378 + 80 =$ _____ 12) $418 + 30 =$ _____

13) $610 + 30 =$ _____ 14) $579 + 70 =$ _____

15) $898 + 50 =$ _____ 16) $880 + 40 =$ _____

17) $367 + 40 =$ _____ 18) $759 + 60 =$ _____

19) $305 + 40 =$ _____ 20) $800 + 20 =$ _____

Name _____ Date _____

Read the paragraph. Then answer the questions.

School Zoo

Many classrooms have pets. This is the best way for students to learn about animals. But classroom pets need a place to go during the summer. In Plano, Texas, the schools have a mini-zoo. Teachers can **borrow** pets for the school months. When summer comes, they return the pets to the zoo. Schools in other towns should follow this example.



1. Write *fact* or *opinion* next to each sentence.

- _____ A. This is the best way for students to learn about animals.
 _____ B. In Plano, Texas, the schools have a mini-zoo.
 _____ C. Schools in other towns should follow this example.

2. You can guess that

- A. the pets dislike being in the classroom.
 B. there is no school in the summer.
 C. the zoo closes in the summer.

3. In this paragraph, the word **borrow** means

- A. have forever.
 B. have for awhile.
 C. pay money for.

Subtraction with numbers up to 20, no regrouping

Grade 2 Subtraction Worksheet

Find the difference.

1) $20 - 10 =$ _____ 2) $13 - 3 =$ _____

3) $11 - 1 =$ _____ 4) $1 - 1 =$ _____

5) $6 - 3 =$ _____ 6) $16 - 0 =$ _____

7) $6 - 5 =$ _____ 8) $2 - 1 =$ _____

9) $5 - 2 =$ _____ 10) $11 - 0 =$ _____

11) $13 - 1 =$ _____ 12) $7 - 3 =$ _____

13) $6 - 2 =$ _____ 14) $14 - 3 =$ _____

15) $3 - 1 =$ _____ 16) $2 - 2 =$ _____

17) $3 - 2 =$ _____ 18) $4 - 1 =$ _____

19) $10 - 0 =$ _____ 20) $5 - 1 =$ _____

Name _____ Date _____

Read the paragraph. Then answer the questions.

Birds and Turtles

Mother birds lay eggs in nests where they are safe.

Little birds hatch from the eggs.

They cheep and cheep until their parents bring them food. Turtles lay eggs, too.

Mother turtles lay their eggs in the sand where the eggs will be safe. But mother turtles cover the eggs and leave. When it is time, small turtles **hatch** from the eggs. They dig their way up and learn to find food on their own.



1. How are birds and turtles alike?
 - A. They have hard shells.
 - B. The young hatch from eggs.
 - C. The mothers leave the eggs.
2. How are birds and turtles different?
 - A. Bird parents feed their young.
 - B. They lay eggs in safe places.
 - C. The young need food to eat.
3. In this paragraph, the word **hatch** means
 - A. opening on a roof.
 - B. make a plan.
 - C. come out of.

Subtraction with numbers up to 20, no regrouping

Grade 2 Subtraction Worksheet

Find the difference.

1) $17 - 5 =$ _____

2) $13 - 0 =$ _____

3) $4 - 1 =$ _____

4) $2 - 1 =$ _____

5) $19 - 3 =$ _____

6) $9 - 4 =$ _____

7) $13 - 2 =$ _____

8) $15 - 4 =$ _____

9) $1 - 1 =$ _____

10) $6 - 2 =$ _____

11) $14 - 2 =$ _____

12) $10 - 0 =$ _____

13) $2 - 2 =$ _____

14) $3 - 2 =$ _____

15) $15 - 2 =$ _____

16) $5 - 2 =$ _____

17) $13 - 1 =$ _____

18) $7 - 3 =$ _____

19) $12 - 1 =$ _____

20) $9 - 2 =$ _____

Name _____ Date _____

Read the paragraph. Then answer the questions.

A Smart Fish

Fred was a very smart fish. He lived in a peaceful river. Nothing much happened there unless people came around.

Then Fred had to be **alert**.

A yummy worm might mean a trap.

If Fred wasn't careful, he could end up as someone's supper.

He had seen it happen to many careless fish.



1. In this paragraph, the word **alert** must mean
 - A. watchful.
 - B. careless.
 - C. sleepy.
2. You can guess that a worm Fred saw might be
 - A. on a fishing pole.
 - B. in the ground.
 - C. on a water lily.
3. If Fred saw a worm, you can predict he would
 - A. eat it quickly.
 - B. swim away.
 - C. try to save it.

Mixed addition / subtraction (within 20)

Grade 2 Word Problems Worksheet

Read and answer each question.

Ashley, Bob and Clara are playing a card game.

1. Each of them get 6 cards. How many cards do they have in total?
2. Bob passes 2 cards to Ashley and draws 5 cards for himself. How many cards does Bob have?
3. After Ashley receives 2 cards from Dave and then picks up 3 more cards. How many cards does Ashley now have?
4. Clara puts down a pair of cards from her hand and passes 3 cards to Bob. How many cards does Clara has?
5. Ashley has 3 more cards than Bob. If Bob has 6 cards, how many cards do they have together?
6. Write the number sentence that fits this: "If Clara has 11 cards and Ashley has 5 cards, Ashley has 6 less cards than Clara."



Name: _____

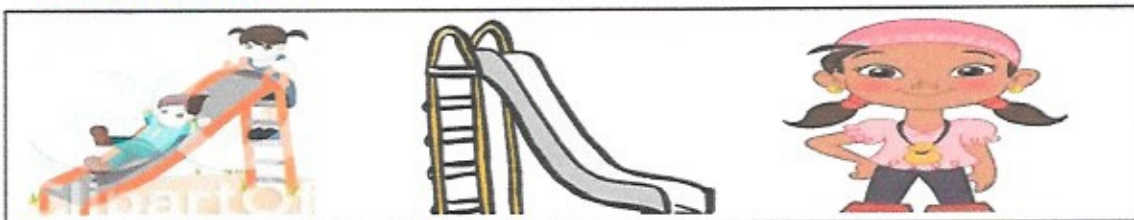
Date: _____

Grade 2 Reading Comprehension Worksheet

Polly Helps a Friend

By Susan A. Candela

Read the story below.



Polly pedaled her bicycle as Mother trotted alongside her. They were on their way to the park for outing. Polly's big blue bag was slung over Mother's shoulder. Polly loved the slide; she ran over to the slide. The slide was cold today. On what was maybe her twelfth trip, a sound shot into the air, "Oh, thank you!" "Who said that?" Polly asked, "I did." Polly jumped and spun around. "Thank you for getting off," "My back aches really badly today." answered the silver slide. It was fine when I was young, but I've grown so old and weary. I love the children, especially you Polly, Can you help me, Polly?" I know all I need is a little rest. Polly thought for some time. "I've got it," Polly pulled out a red crayon. She then snatched up a drawing paper. She wrote something on the paper. She tucked and taped and finished. This will work! Polly really had done a good thing. "Mother, why can't I go on the slide?" "You must stay off the slide for a few days son; the sign says, "WET PAINT."

Answer each question.

1. Where were Polly and her Mother going to?

2. On which trip did Polly hear the sound?

- a. Eighth trip b. Tenth trip c. Twelfth trip

3. "Thank you for getting off." Who said that?

- a. Grass b. Slide c. Swing

4. What did the slide say to Polly?

5. Did Polly help the slide? How?

6. What did Polly write on the drawing paper?

7. Do you go to park with your Mum and Dad?

Mixed addition / subtraction (within 20)

Grade 2 Word Problems Worksheet

Read and answer each question.

It is the end of the summer. The school is getting ready for the new school year. There are 19 classrooms in the school.

1. On the ground floor, there are 8 classrooms; the rest of the classrooms are on the first floor. How many classrooms are there on the first floor?
2. 15 of the classrooms needs to be painted. By mid August, 12 rooms are painted. How many classrooms are left to be painted?
3. There are 14 chairs in Ms. Bloom's classroom and there are 3 more chairs in Mr. Arnold's classroom. How many chairs are there in Mr. Arnold's classroom?
4. There are 6 benches in the gym but 2 of them are broken. Therefore, the office ordered 4 more new benches. How many good benches will be there in the gym?
5. 12 new lockers are delivered to the school but 3 of them come in the wrong size. The lockers with the right size are to be put on the first floor. Together with the old 4 lockers on the first floor, how many lockers are there in total on the 1st floor?
6. Write the number sentence that fits this: "The library has 12 chairs and there are 3 less chairs in the school office. Compared to the school office, there are 6 less chairs in the principal's office, so there must be 3 chairs in the principal's office."



Name _____ Date _____

Read the paragraph. Then answer the questions.

Rob's Job

The Dells had a big fireplace. On snowy winter days they often lit a fire. Rob's job was to make sure there was plenty of wood to burn. He would take his sled to the woodshed. There he loaded logs onto the sled. Then he would **haul** the wood back to the house and bring it in to burn.

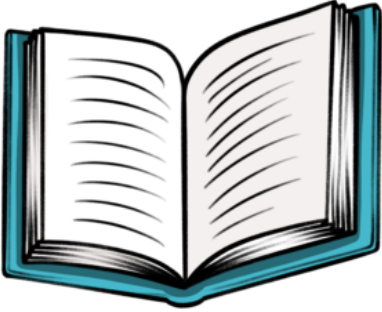


1. In this paragraph, the word **haul** must mean
 - A. chop.
 - B. pull.
 - C. burn.
2. The main idea of this paragraph is
 - A. why Rob had a sled.
 - B. snowy winter days.
 - C. getting wood for a fireplace.
3. How do you think the Dells feel about their fireplace?



3rd Grade Learning Packet

Reading Log



Date: _____

Title of Book: _____

How Many Pages Did You Read? _____

How Long Did You Read? _____ minutes

Write A Brief Description of What You Read

Name _____

educated

inspired

ached

discovery

satisfied

concentrate

improved

effort

Use a word from the box to answer each question. Then use the word in a sentence.

1. What can you become if you study often? _____

2. What is another word for *hurt*? _____

3. What word might describe someone who is pleased after a meal?

4. What is another word for *hard work*? _____

5. If someone caused others to take action, what did they do?

6. What word means the same thing as *finding for the first time*?

7. If you want to carefully study for a test, what do you need to do?

8. What is another word for *got better*? _____

Name _____

Read the passage. Use the visualize strategy to help form pictures in your mind.

River Rescue

12 Enid lived in the jungle with her family and friends. Her home
13 had tall green trees, cool blue streams, and bright and beautiful
23 flowers. It had enough tasty, fresh fruit to last forever.

33 The only thing Enid loved and adored more than her jungle
44 home was reading. She read stories about fish. She read stories
55 about dogs. She read stories about castles in France. Sometimes
65 her friends told her that she read too much.

74 “Enid! You always have your trunk in a book! Your eyes will
86 start to ache if you read too much,” her friend Mabel would say.
99 “Come swimming instead.”

102 “I’ll swim later. I’m reading about a girl with ruby red
113 slippers.”

114 Every evening after dinner, Enid would try to read her favorite
125 stories to her friends. They would listen for a little while, but one of
139 them would always say, “Hearing stories isn’t fun! Let’s go play!”

150 Enid kept reading. She hoped she would inspire her friends to
161 read.

162 One day, after a heavy rain, Enid was trying to read a story
175 about a beaver building a dam. In the middle of chapter 12, she
188 heard a cry for help.

193 Books are a good way to become educated. However, even
203 Enid would put a book down if someone needed her help.

214 “Help!” said the small, meek voice. It came from the river’s edge.

226 “I know that voice!” said Enid. “It’s my friend Mabel!”

Name _____

Enid ran toward Mabel's voice. When she reached the river's edge she was surprised and shocked by what she saw. The usually calm, flat, clear water was now dark and swirling with splashing white waves. On the other shore on the opposite side of the river was tiny Mabel.

"Enid. What can we do?" asked her friend Harold. "We were about to play in the river like we always do. Mabel was on the other side of the river about to pick some fruit for lunch. Then it happened! The river got deeper and wider all of a sudden. It was magic."

"It wasn't magic," said Enid. "It is a flood. I read about it. Sometimes when it rains too much like it did today, rivers can swell and get bigger without a warning."

"What can we do to help Mabel?" asked Harold. "Did you also read about something to help when rivers get too big?"

Enid thought about her book about the beaver's dam. "Yes! We can build a dam. A dam is like a wall in the river. It slows down the water. When it slows down, Mabel can cross back to us safely."

"How do we make a dam?" asked Harold.

"Like this," said Enid. She rolled round, gray stones toward the river, slowly building a wall in the water. Her friends began helping her, assisting Enid in building the dam. Soon, it was complete and the water slowed. Mabel was able to cross back.

After that day, Enid's friends were satisfied to read books with her and listen to her stories.



Name _____

A. Reread the passage and answer the questions.**1. What do Enid's actions in the first half of the story tell you about her?**

2. Why do you think Enid wants her friends to read and listen to stories?

3. A character's actions make the events in a story happen. If Enid did not like reading, how would the story be different?

B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

celebrate

pride

disappointment

remind

precious

tradition

courage

symbols

Finish each sentence using the vocabulary word provided.1. **(tradition)** Our family gets together for _____

_____ .

2. **(celebrate)** After the girl won the spelling contest, _____

_____ .

3. **(courage)** He won a badge of honor _____

_____ .

4. **(disappointment)** When I didn't get to see my friend, _____

_____ .

5. **(symbols)** Shaking hands and hugging are _____

_____ .

6. **(pride)** My mom was so happy for me _____

_____ .

7. **(remind)** I always forget my lunch _____

_____ .

8. **(precious)** This photo of my grandfather _____

_____ .

Name _____

Read the passage. Use the visualize strategy to help you understand what the characters are describing.

Giving Thanks

Tom was happy because it was the last day before
 10 Thanksgiving weekend. He grabbed his lunch from his kitchen
 19 table and went to school. In the lunchroom after morning classes,
 30 he sat next to Ana, a new student from India. He had never talked
 44 to her before.

47 “Are you excited for the long weekend?” he asked.

56 “Of course,” she said. “But why do we have these days off?”

68 “Thanksgiving, of course!” Tom said. “Do you know what it is?”

79 “No, we don’t have it where I am from,” she said.

90 Thanksgiving in America

93 “Oh, Thanksgiving is so much fun,” Tom said. “We get to
 104 spend precious time with family and friends. First, we have a big
 116 feast with turkey, mashed potatoes, and pie. After the feast, I go
 128 outside and play football with my brothers.”

135 “But why do you have this tradition?” she asked.

144 “It’s to remind everyone to give thanks for our food and
 155 everything from the past year,” he said. “I learned in Ms. Boone’s
 167 class that the first Thanksgiving was way back in 1621 between
 178 the English Colonists and Native Americans.”

Name _____

Thanksgiving in India

“Wow, that sounds great,” said Ana. “In my country we also give thanks. We do it in a different way.”

“Really?” Tom said. “How?”

“I am from a place in India called Tamil Nadu,” she said. “In January, we celebrate something called Pongal.”

“Pongal? What does that mean?” Tom asked.

“It’s an Indian dish,” she said. “During the Pongal festival, food is cooked in pots until it boils and spills over. It is a symbol of good times for us.”

“Wow,” Tom said. “How do you celebrate?”

“First, we give thanks to the rain and sun for help with farming. We even thank the cattle,” said Ana. “Then we throw away old things and wear new clothes. We eat food and spend time with family.”



Sharing traditions

“I thought that the United States was the only country that had a holiday like Thanksgiving,” Tom said. “I guess I was wrong.”

“Yes, there are many types of harvest festivals all over the world where people give thanks for food and crops,” she said.

“I guess we all have a lot to be thankful for,” he said, and they both agreed.

Name _____

A. Reread the passage and answer the questions.

1. In paragraph six, what is the first thing that Tom does on Thanksgiving?

2. What is the next thing that Tom does on Thanksgiving?

3. In the passage, find another example of sequence under the head Thanksgiving in India. What is the first thing that happens in this example?

B. Work with a partner. Read the passage aloud. Pay attention to phrasing. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

Read the passage. Use the ask and answer questions strategy to be sure you understand what you read.

Joseph Bruchac

Growing Up Near Mountains

4 Joseph Bruchac grew up in the mountains of New York. He
15 lived with his grandmother and grandfather. Young Joseph loved
24 to go with his grandfather everywhere he went. His grandfather
34 showed him how to walk softly through the woods and how to
46 fish in the lakes and rivers.

52 As a child, Joseph spent time working in his grandparents'
62 store. When he made mistakes, his grandfather would never shout
72 or yell at him. Instead, he would talk to Joseph about what had
85 happened. That way Joseph could know how to do better the next
97 time. During the winter, farmers would come to the store. They
108 would sit around the stove and tell Joseph stories.

117 While growing up, Joseph loved to read and write. Joseph's
127 grandmother kept bookshelves in the house full of books. There
137 was always plenty to read. He liked to read storybooks about
148 animals. He also liked reading poetry. He even wrote some
158 poems of his own! One time, he wrote a poem for his teacher.
171 She was very proud.

Name _____

Abenaki Storyteller

Joseph's grandfather was an Abenaki Native American. Joseph became interested in stories told by the Abenaki. When he was in college, Joseph would sometimes visit Native American elders. He would listen to them tell stories. These stories were fun to listen to. But they also taught great lessons about life. Later, Joseph started to have children of his own. He wrote down the stories he heard. Then he read them to his two sons. Soon after that, Joseph began to write children's books. These books told the stories of the Abenaki and other Native American peoples.

Helping Others

In the fourth grade, Joseph's teacher told him, "Whatever you want to do, you should do it." Joseph wanted to write and help others. And that's just what he did. First, he began to write stories. These stories taught children about being kind. They also taught children to care for the Earth. Then, Joseph went to schools all over the United States. He read his stories to children. Now, Joseph helps other writers share their stories.

Today, Joseph spends time in his garden. He has gardens all around his house. The inside of his house is full of many plants. Joseph has been all over the world. But he still lives in the hometown where he grew up. "It is a place I love," says Joseph. He still likes to walk through the woods and mountains. Every day he gets ideas for brand-new stories.



Map of Joseph Bruchac's homeland

Name _____

A. Reread the passage and answer the questions.**1. What happened during the winter at Joseph's grandparents' store?**

2. What happened next after Joseph read stories to his sons?

3. Reread the fifth paragraph. What did Joseph do after he began to write stories?

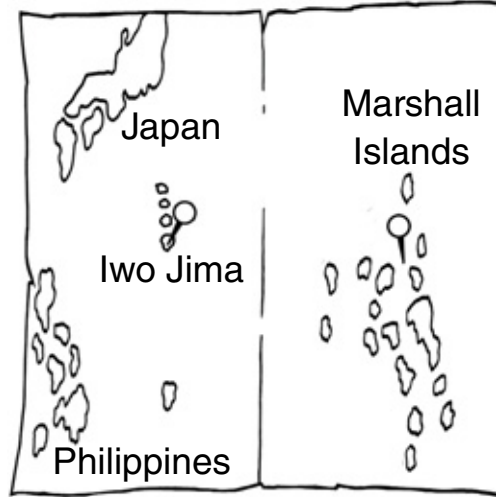
B. Work with a partner. Read the passage aloud. Pay attention to rate. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

Keith Little

During World War II, I was a soldier and fought battles in the Marshall Islands and on Iwo Jima in the Pacific Ocean. I was one of the Navajo code talkers. The code talkers used the language of the Navajo people to send messages to the troops. The enemy didn't know this language and couldn't read our code. Our work helped the United States win many battles. After the war, I taught people about Navajo language and culture.



Map of the Philippine Sea

Answer the questions about the text.

1. How do you know this text is an autobiography?

2. What text features does the text include?

3. What information does the map give you?

Name _____

Underline the compound word in each sentence. Then write its definition. Use a dictionary to help you.

1. His grandfather showed him how to walk softly through the woods.

2. He liked to read storybooks about animals.

3. There were plenty of bookshelves in the house full of books.

4. But he still lives in the hometown where he grew up.

Name _____

design	simple	investigation	encouraged
substitutes	quality	examine	solution

Use a word from the box to answer each question. Then use the word in a sentence.

1. What is another word for *a careful search for something*?

2. How might you describe a product that is well made? _____

3. What word might describe an answer to a problem? _____

4. What would you be doing if you were to create a plan? _____

5. When you inspect something closely, what do you do? _____

6. What is another word for *given hope to do something*? _____

7. What do you call things that take the place of other things?

8. What is another word for *easy*? _____

Name _____

Read the passage. Use the ask and answer questions strategy to be sure you understand what you read.

Victor Ochoa's New Idea

11 Have you ever made something that no one else had made
12 before? It is not an easy thing to do. People who make something
13 new are called inventors. They look around and see what can
14 be made better and then they do it! Victor Ochoa was one of
15 those people. He made many things. One of them was a flying
16 machine. Victor looked at birds to get his ideas. He wanted to
17 learn everything about how birds flew.
18

78 Many Jobs

80 Victor was born in Mexico in 1850 and grew up in Texas. He
81 lived all over the United States. He loved to work with writers.
82 He wrote for newspapers. He even started two new papers. He
83 worked hard and never gave up, no matter how hard the job was.
84

129 A New Plane

132 Victor's mind was a motor that never turned off. He was
133 always thinking of new ways to make life better. In 1908, he was
134 thinking about the way that birds fly. He thought that he could
135 make a plane that flew like a bird. So he set to work.
136

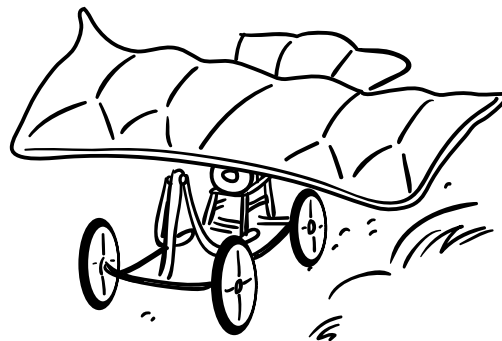
Name _____

The center of the plane was made of two bikes set next to each other. It looked a little like a car. It had a small motor that sat between the two bikes. The back was shaped like a bird's tail. The wings were made of canvas and steel pipes. What made this plane different was that the wings could be folded down just like a bird's wings. This was so it could be put in a small shed or barn. This way, everyone could keep a plane at a house or on a farm.

Victor started a company that would make this new plane. He asked the Navy to use his new plane. He wrote the Navy a letter telling them why he thought his plane would be just what they needed. He worked very hard to make his plane work. He worked on it for over twenty years. No one knows if it ever flew.

Other New Ideas

Victor did not let this problem keep him from making other things. Making new things from new ideas was the blood in his veins. He made a new pen that held its own ink. Another thing he came up with was a motor that worked both forward and backward.



Victor Ochoa's plane was made of two bikes.

Never Give Up

Victor was a spinning top. He was always making new things. He wanted to help other people with his ideas. Not all of his ideas worked. No one who tries something new is successful every time, though. The important part is to keep trying. Victor Ochoa was someone who never stopped trying.

Name _____

A. Reread the passage and answer the questions.

1. What was the cause of Victor’s actions in the third paragraph?

2. What effect did this cause have on Victor?

3. What kinds of things did Victor invent to make life better?

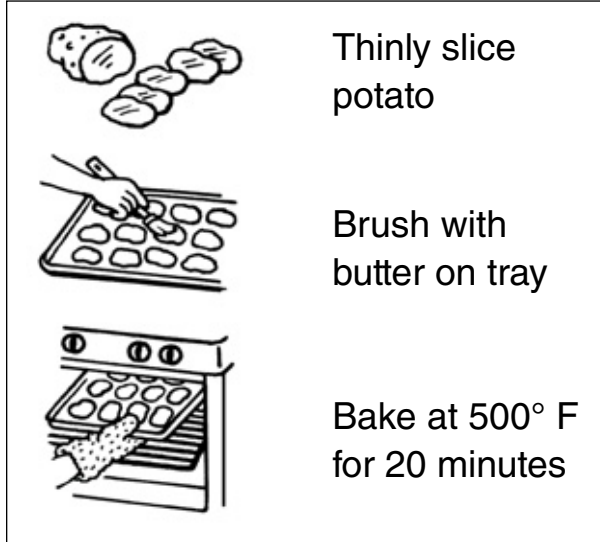
B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

George Crum's Potato Chip

George Crum was born in 1822. Later on in life, he became the chef at Moon's Lake House in Saratoga, New York. One day in 1853, a customer ordered french-fried potatoes but sent them back to the kitchen. He said they were too thick and soft. Annoyed, Crum sliced some potatoes very thin and fried them crispy. They were great! George Crum had invented the potato chip.



Thinly slice
potato

Brush with
butter on tray

Bake at 500° F
for 20 minutes

Answer the questions about the text.

1. How do you know this text is a biography?

2. What text feature does this text include?

3. What does the diagram show you? What title would you give this diagram?

4. How can you tell that the events in the text are in the order that they happened?

Name _____

A. Read each sentence from the passage. Then write what two things are being compared in the metaphor on the lines.

1. Victor's mind was a motor that never turned off.

2. Making new things from new ideas was the blood in his veins.

3. Victor was a spinning top.

B. Reread the passage. Use what you have learned to write two metaphors based on the life of Victor Ochoa.

1. _____

2. _____

Name _____

national

grand

carved

clues

landmark

massive

monument

traces

Use the context clues in each sentence to help you decide which vocabulary word fits best in the blank.

The art museum was one of Phoebe’s favorite places to visit. It was a _____ and an important historical site. In fact, it housed so many great works of art it was considered a _____ treasure by most people. Each time she visited this museum, she smiled. There was always a _____ adventure or story around every corner.

Phoebe loved to visit the sculpture garden. There were dolphins, people, and other creatures _____ out of stone and marble. It impressed her that someone could carefully cut such shapes out of rock.

She loved to see new paintings on display. Some were no bigger than her notebook. However, some were so _____ that she wondered how one person could have painted them!

Today, Phoebe was eager to see a _____ that was on loan from another museum. The memorial was over three hundred years old and had been found in Italy. Historians felt that the piece provided _____ about a little-known artist. It also told a story about life in a small Italian village hundreds of years ago.

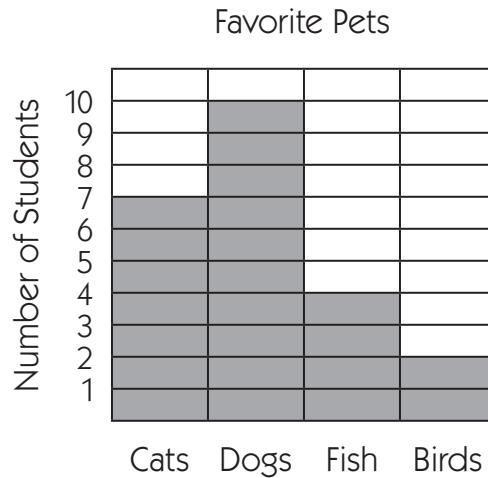
As she walked to the exhibit, Phoebe wondered if years from now someone would be looking at one of her own paintings to find _____ or evidence about what life used to be like. The thought made her want to create a new painting when she returned home!

NAME _____

DATE _____

Sam's Pet Graph

Sam asked his classmates to choose their favorite pets. The bar graph shows how many students chose each pet.



- 1 Which pet did the greatest number of students choose?
- 2 How many students chose fish?
- 3 How many more students chose dogs than cats?
- 4 How many more students chose cats than birds?
- 5a Write another question you could answer by looking at this graph.

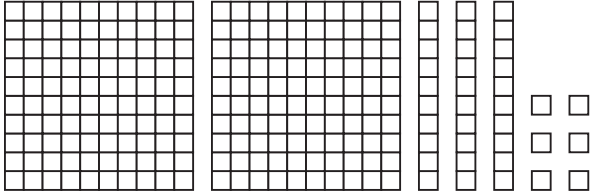
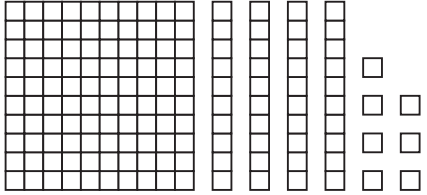
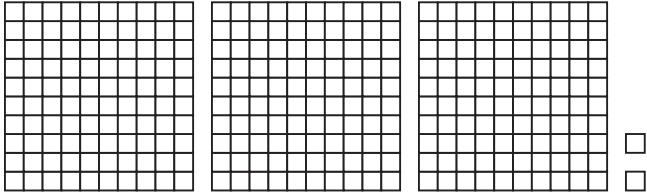
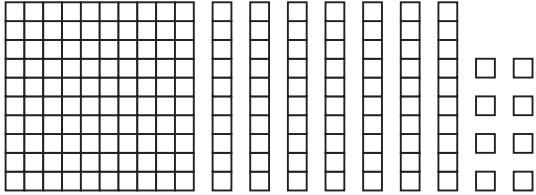
b Write the answer to your question here:

NAME _____

DATE _____

Numbers in the Hundreds

1 Write the number that matches each picture.

<p>example <u>236</u></p> 	<p>a _____</p> 
<p>b _____</p> 	<p>c _____</p> 

2 Write each pair of numbers. Then use a greater than (>) or less than (<) symbol to compare them.

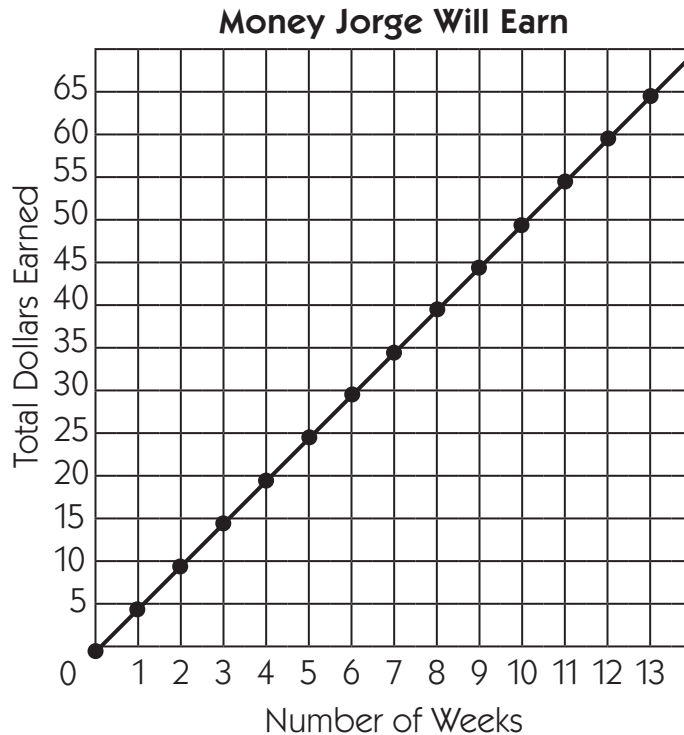
ex	four hundred eighty-three	four hundred thirty-eight	compare with > or <
	483	438	483 > 438
a	two hundred twenty-six	two hundred sixty-two	compare with > or <
b	three hundred seven	three hundred seventeen	compare with > or <
c	eight hundred ninety-four	eight hundred forty-nine	compare with > or <

NAME _____

DATE _____

Jorge's Saving Plans

Jorge wants to buy a digital music player that costs \$50. He offered to water his neighbor's plants for \$5 per week. The graph below shows how much money Jorge will have if he saves it all.



- How long will it take Jorge to earn \$20? _____ weeks
- How long will it take Jorge to earn enough money to buy the music player?
_____ weeks
- How many weeks would it take for Jorge to earn \$60? _____ weeks



CHALLENGE

- If Jorge spent \$20 after the 7th week, how many weeks in all would it take him to have enough money to buy the music player?

NAME _____

DATE _____

Missing Numbers Fill-In

1 Fill in the missing numbers in the make ten addition facts.

$5 + \underline{\quad} = 10$

$\underline{\quad} + 3 = 10$

$6 + \underline{\quad} = 10$

$10 = \underline{\quad} + 8$

$0 + \underline{\quad} = 10$

$9 + \underline{\quad} = 10$

$10 = \underline{\quad} + 7$

$10 = 4 + \underline{\quad}$

2 Fill in the missing numbers in the equations below.

$2 + \underline{\quad} = 4$

$16 = \underline{\quad} + 8$

$6 = 3 + \underline{\quad}$

$\underline{\quad} = 9 + 9$

$5 + \underline{\quad} = 10$

$\underline{\quad} + 6 = 12$

$8 = \underline{\quad} + 4$

$7 + 7 = \underline{\quad}$

3 Fill in the missing numbers to complete the subtraction facts.

$$\begin{array}{r} 1 \ 5 \\ - \ \square \\ \hline 8 \end{array}$$

$$\begin{array}{r} 1 \ 3 \\ - \ 3 \\ \hline \square \end{array}$$

$$\begin{array}{r} 1 \ 8 \\ - \ \square \\ \hline 9 \end{array}$$

$$\begin{array}{r} 1 \ 1 \\ - \ \square \\ \hline 4 \end{array}$$

$$\begin{array}{r} 1 \ 6 \\ - \ 9 \\ \hline \square \end{array}$$

$$\begin{array}{r} \square \\ - \ 3 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 1 \ 7 \\ - \ \square \\ \hline 9 \end{array}$$

$$\begin{array}{r} 1 \ 2 \\ - \ 3 \\ \hline \square \end{array}$$

$$\begin{array}{r} 1 \ 1 \\ - \ 2 \\ \hline \square \end{array}$$

$$\begin{array}{r} 1 \ 2 \\ - \ \square \\ \hline 9 \end{array}$$

$$\begin{array}{r} \square \\ - \ 2 \\ \hline 1 \ 2 \end{array}$$

$$\begin{array}{r} 1 \ 3 \\ - \ \square \\ \hline 8 \end{array}$$



CHALLENGE

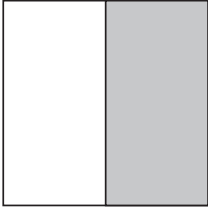
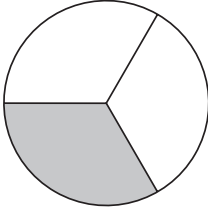
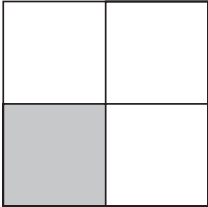
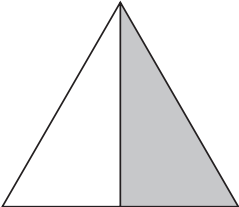
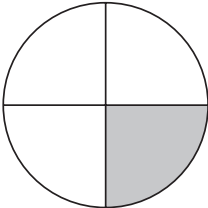

4 What is one way the equations in problem 2 are alike?

NAME _____

DATE _____

Name the Fraction

1 Fill in the bubble next to the fraction that shows how much of each shape is filled in.

<p>example</p> <p><input checked="" type="radio"/> $\frac{1}{2}$</p> <p><input type="radio"/> $\frac{1}{3}$</p> <p><input type="radio"/> $\frac{1}{4}$</p> 	<p>a</p> <p><input type="radio"/> $\frac{1}{2}$</p> <p><input type="radio"/> $\frac{1}{3}$</p> <p><input type="radio"/> $\frac{1}{4}$</p> 
<p>b</p> <p><input type="radio"/> $\frac{1}{2}$</p> <p><input type="radio"/> $\frac{1}{3}$</p> <p><input type="radio"/> $\frac{1}{4}$</p> 	<p>c</p> <p><input type="radio"/> $\frac{1}{2}$</p> <p><input type="radio"/> $\frac{1}{3}$</p> <p><input type="radio"/> $\frac{1}{4}$</p> 
<p>c</p> <p><input type="radio"/> $\frac{1}{2}$</p> <p><input type="radio"/> $\frac{1}{3}$</p> <p><input type="radio"/> $\frac{1}{4}$</p> 	<p>e</p> <p><input type="radio"/> $\frac{1}{2}$</p> <p><input type="radio"/> $\frac{1}{3}$</p> <p><input type="radio"/> $\frac{1}{4}$</p> 

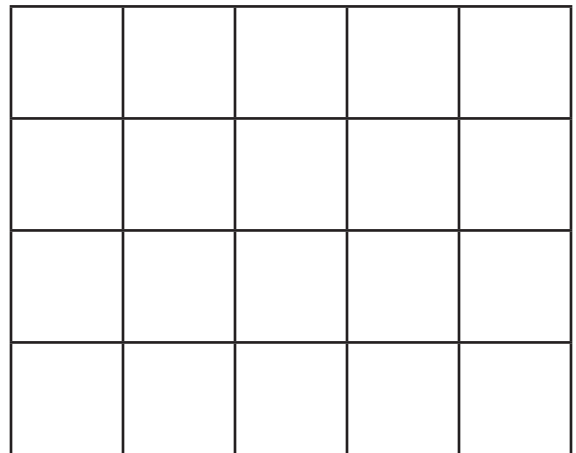


CHALLENGE

2 Follow the instructions to color the array at the right.

- Color half the squares in the array red.
- Color one-fourth of the squares in the array blue.
- Color the rest of the squares in the array green.

What fraction of the array is green?



NAME _____

DATE _____

Related Addition & Subtraction Facts

1 Complete these addition facts.

$$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 10 \\ \hline \end{array}$$

2 Complete these addition facts. Use the answers above to help.

$$\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$$

3 Complete these subtraction facts.

$$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 5 \\ \hline \end{array}$$



CHALLENGE

4 Solve these addition problems.

$$\begin{array}{r} 150 \\ + 150 \\ \hline \end{array}$$

$$\begin{array}{r} 250 \\ + 140 \\ \hline \end{array}$$

$$\begin{array}{r} 350 \\ + 260 \\ \hline \end{array}$$

$$\begin{array}{r} 440 \\ + 460 \\ \hline \end{array}$$

$$\begin{array}{r} 140 \\ + 670 \\ \hline \end{array}$$

$$\begin{array}{r} 220 \\ + 480 \\ \hline \end{array}$$

$$\begin{array}{r} 170 \\ + 530 \\ \hline \end{array}$$

5 Solve these subtraction problems.

$$\begin{array}{r} 130 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 480 \\ - 140 \\ \hline \end{array}$$

$$\begin{array}{r} 129 \\ - 13 \\ \hline \end{array}$$

$$\begin{array}{r} 100 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 300 \\ - 97 \\ \hline \end{array}$$

$$\begin{array}{r} 250 \\ - 25 \\ \hline \end{array}$$

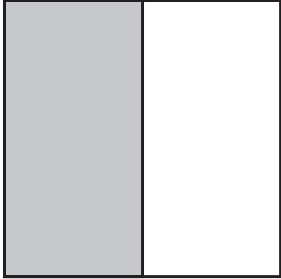
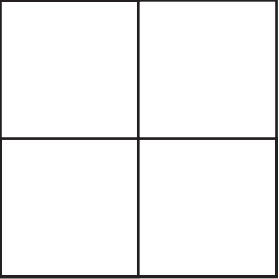
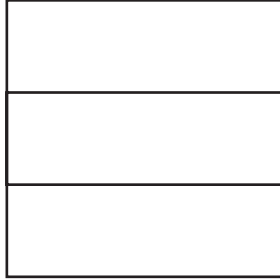
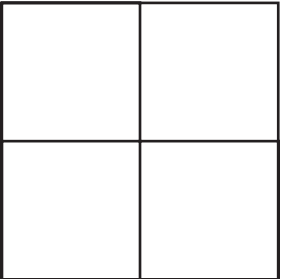
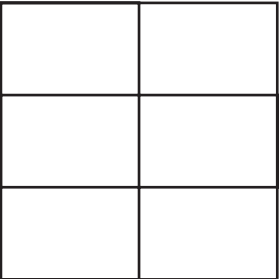
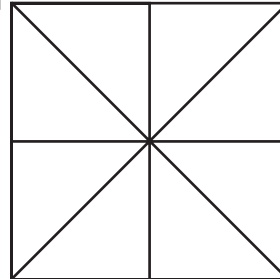
$$\begin{array}{r} 140 \\ - 29 \\ \hline \end{array}$$

NAME _____

DATE _____

Fraction Fill-Ins

1 Shade in each square to show the fraction.

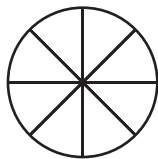
<p>example $\frac{1}{2}$</p> 	<p>a $\frac{1}{4}$</p> 	<p>b $\frac{1}{3}$</p> 
<p>c $\frac{2}{4}$</p> 	<p>d $\frac{4}{6}$</p> 	<p>e $\frac{3}{8}$</p> 



CHALLENGE

2 Follow the instructions to color the circle.

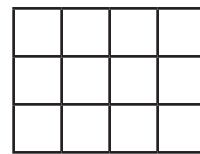
- Color $\frac{2}{8}$ of the circle red.
- Color $\frac{3}{8}$ of the circle green.
- Color $\frac{1}{8}$ of the circle yellow.
- Color the rest of the circle blue.



What fraction of the circle is blue?

3 Follow the instructions to color the rectangle.

- Color $\frac{1}{4}$ of the rectangle purple.
- Color $\frac{2}{4}$ of the rectangle orange.
- Color $\frac{1}{12}$ of the rectangle blue.
- Color the rest of the rectangle brown.



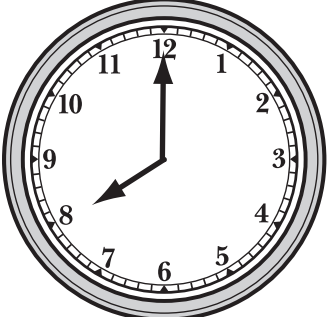
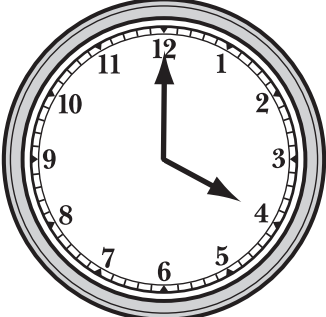
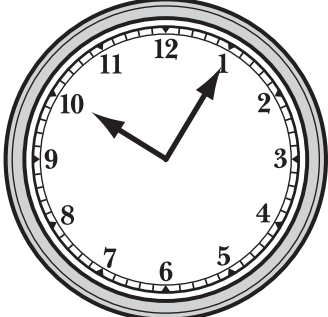
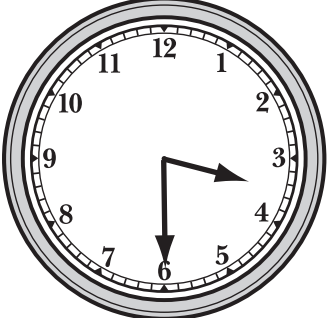
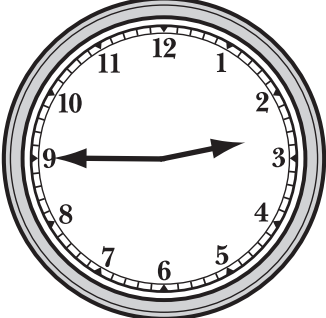
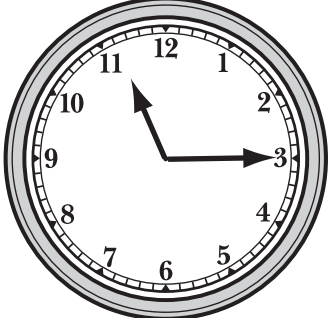
What fraction of the rectangle is brown?

NAME _____

DATE _____

Telling Time to the Hour, Half Hour & Quarter Hour

1 What time does each clock show?

<p>example</p>  <p>8:00</p>	<p>a</p> 	<p>b</p> 
<p>c</p> 	<p>d</p> 	<p>e</p> 



CHALLENGE

2 Which clock above shows “quarter past eleven”?

3 Which clock above shows “quarter till three”?



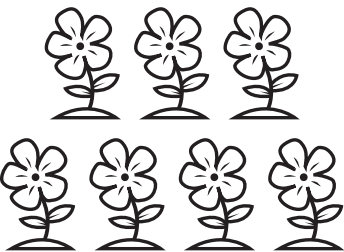
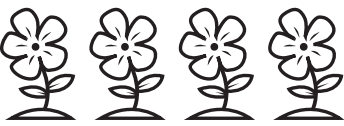
4 Which clock above shows “half past three”?

NAME _____

DATE _____

Leaves & Flower Petals

Answer each question below. Write an addition or multiplication equation to show how you figured it out.

Picture	Answer the question.	Write an equation.
<p>example</p> 	<p>There are 3 flowers. How many <i>leaves</i>?</p> <p style="text-align: center;">6</p>	<p style="text-align: center;">$2 + 2 + 2 = 6$ or $3 \times 2 = 6$</p>
<p>1</p> 	<p>There are 3 flowers. How many <i>petals</i>?</p>	
<p>2</p> 	<p>There are 7 flowers. How many <i>leaves</i>?</p>	
<p>3</p> 	<p>There are 4 flowers. How many <i>petals</i>?</p>	

NAME _____

DATE _____

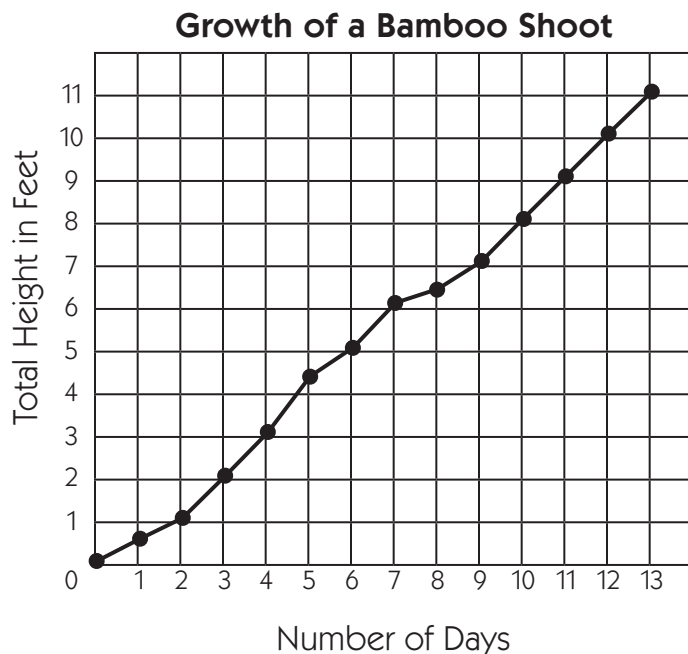
Bamboo Shoot Growth Graph

In the spring, new bamboo shoots can grow up to 1 foot per day. Once they reach their full height, the shoots stop growing. The graph below shows how one shoot grew for 13 days.

1 How tall was the shoot on the 13th day?

2 On what day was the shoot about $6\frac{1}{2}$ feet tall?

3 Did the shoot ever get shorter in the 13 days?



4a Did the shoot grow the same amount every day?

b Explain how you can tell.



CHALLENGE

5 There are 36 inches in 1 yard. The shoot was 84 inches on the ninth day. Was it more or less than 2 yards tall? Exactly how much more or less? Show all your work.



4th Grade Learning Packet

Section 3:

Solve.

1. $635 + 249 =$ _____

2. $508 + 271 =$ _____

3. The sum of 3,684 and 2,700 is _____.

Solve. Show your work and use bar models to help.

4. Mrs. Tan buys a duck and a chicken. The mass of the duck is 2,300 grams. The mass of the chicken is 1,675 grams. How much heavier is the duck than the chicken?

5. At Hillside Elementary School, there are 1,253 boys and 1,624 girls. How many students are there at the school?

6. Complete the number pattern.

30 80 180 330 _____

7. I am a 3-digit number that is less than 500.

My ones digit is twice the hundreds digit.

The sum of the three digits is 14.

What number am I?

Answer: _____

8. $45 + 5 = \underline{\quad} - 100$. The missing number is _____.

a. 30 b. 70 c. 130 d. 150

9. In the number 8,296 what is the value of the digit 2?

Answer: _____

10. Subtract 989 from the sum of 1,857 and 2,465.

Answer: _____

Solve. Show your work and use bar models to help.

11. Allison jogs 3,860 meters and Calvin jogs 5,470 meters.
How far do they jog altogether?

Solve. Show your work.

12. Marbles per bag:

Bag A:	Bag B:	Bag C:	Bag D:	Bag E:
1,138	2,786	1,412	4,354	5,588

Jane takes Bag B and Bag D.

Karen takes Bag E.

a. Who has more marbles?

b. How many more marbles does she have?

Solve.

13. Add 2,659 to 784. The sum is _____ more than 555.

- b. 2,878 b. 2,888 c. 2,988 d. 3,988

14. 2,573

+ 1,989

15. When you _____ 23 ones, you get 2 tens and ____ ones.

Section 4:

Multiply mentally.

1. $4 \times 30 =$ _____

2. $9 \times 200 =$ _____

3. $8 \times 8 =$ _____

4. $5 \times 8 =$ _____

5. $7 \times 70 =$ _____

6. $9 \times 9 =$ _____

Solve. Show your work and use bar models to help.

7. A refrigerator costs 5 times as much as a television. The television costs \$429. What is the cost of the refrigerator?

8. The students in class 3A buy 500 packets of seeds to start an eco-garden. On Monday, they use 27 packets of seeds. On Tuesday, they use twice as many packets as on Monday. How many packets of seeds do the students have left?

9. A store records the sales of its toys in the table below.

MONTH	NUMBER OF TOYS SOLD
January	180
February	90 more than in January
March	3 times as many as in February
April	320 fewer than in March

a. How many toys are sold in February?

b. _____
How many toys are sold in March?

c. _____
How many toys are sold in April?

d. _____
How many toys are sold altogether during the four months?

10. 358
 x 2

11. 152
 x 6

12. 126
 x 7

Solve. Show your work and use bar models to help.

13. Sophia prepares 38 cheese sandwiches and 46 tuna sandwiches. She puts the sandwiches equally onto 3 platters. How many sandwiches are on each platter?

14. Maria has \$500. She buys a pair of shoes for \$108. She gives the rest of the money to her 4 nieces. Her nieces share the money equally.

a. How much money does Maria give to her 4 nieces?

b. How much does each niece get?

15. In 5,786 the digit 5 has the same value as _____.

a. 5×1 b. 5×10 c. 5×100 d. $5 \times 1,000$

16. What is the product of 346 and 9?

a. $300 + 14$

b. $3,000 + 14$

c. $300 + 100 + 4$

d. $3,000 + 100 + 14$

17. Divide 87 by 6. The remainder is _____.

a. 2

b. 3

c. 4

d. 5

18. Find the greatest product of a 3-digit number and a 1-digit number using each digit below only once. (3 5 6 7)

	□	□	□	
			□	
x				
□	□	□	□	□

Multiplication Practice: Practice your multiplication facts. To make it more fun, have someone time you for two minutes to see how many you can complete. If you do not finish in the two minutes be sure to complete the rest of the page.

$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 1 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 1 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$
$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 1 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 3 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$

$\begin{array}{r} 537 \\ -219 \\ \hline \end{array}$	$\begin{array}{r} 7,257 \\ -4,188 \\ \hline \end{array}$	$\begin{array}{r} 921 \\ -472 \\ \hline \end{array}$
$\begin{array}{r} 10,781 \\ +73,919 \\ \hline \end{array}$	$\begin{array}{r} 49,548 \\ +56,711 \\ \hline \end{array}$	$\begin{array}{r} 267 \\ +777 \\ \hline \end{array}$

Add

- 9 dollars
- 12 quarters
- 25 dimes
- 11 nickels
- + 18 pennies

_____ Total amount of money \$ _____

Mrs. Patton baked 135 delicious cookies. She took 47 to church and took 14 to her neighbor's home. Her family ate 8 cookies. She plans to bring the remaining cookies to the fourth grade party. How many cookies will she bring? Show your work and remember your unit.

Write each number.

5

Example: one million, four hundred thousand, five hundred three 1,410,503

1. three million, nine hundred fifty-four thousand, six hundred twenty-nine

2. nine million, six hundred twenty-one thousand, six hundred eight

3. two million, thirty - nine thousand, four hundred ninety-eight

4. nine hundred forty -one thousand, eight hundred five

5. seven million, three thousand, two hundred eighty

6. six million, two hundred nine thousand, four hundred fifty - five

7. nine million, eight hundred two

8. six million, nine thousand, ten

Write the multiplication and division fact family for each group of numbers.

Example: 4, 28, 7

$$4 \times 7 = 28$$

$$7 \times 4 = 28$$

$$28 \div 7 = 4$$

$$28 \div 4 = 7$$

1. 45, 9, 5

2. 32, 4, 8

3. 20, 4, 80

4. 6, 40, 240

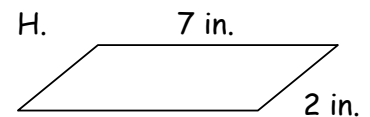
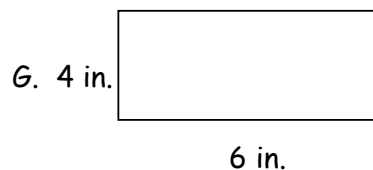
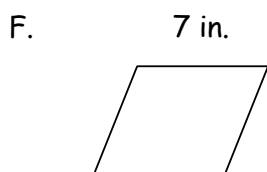
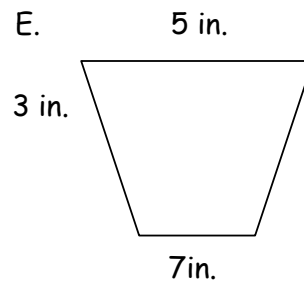
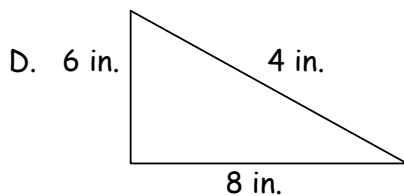
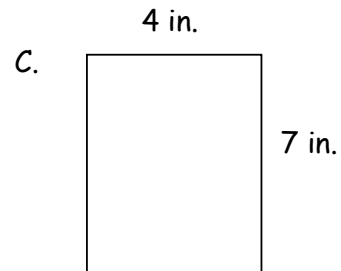
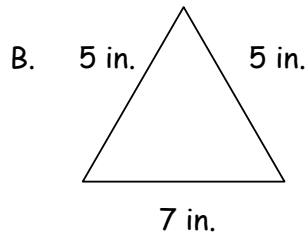
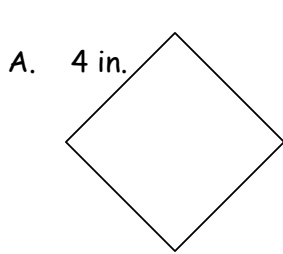
5. 10, 6, 60

6. 30, 70, 210

Match the description with the correct polygon. Write the letter of that polygon.

8

1. a rectangle with a perimeter of 22 in. _____
2. a triangle with a perimeter of 18 in. _____
3. a parallelogram with a perimeter of 18 in. _____
4. a square with a perimeter of 16 in. _____
5. a trapezoid with a perimeter of 18 in. _____
6. a triangle with a perimeter of 17 in. _____
7. A rhombus with a perimeter of 28 in. _____
8. a rectangle with a perimeter of 20 in. _____



Write the number that matches each description.

9

1. 4 in the tenths place
2 in the thousandths place
7 in the hundredths place
0 in the ones place

2. 5 in the tenths place
3 in the tens place
5 in the ones place
3 in the hundredths place

3. 4 in the thousandths place
2 in the ones place
7 in the hundredths place
0 in the tenths place

4. 0 in the hundredths place
6 in the ones place
8 in the thousandths place
0 in the tenths place

Write each number below as a decimal.

5. nine-tenths _____

6. thirty-thousandths _____

7. fifty-three hundredths _____

8. sixty and four-tenths _____

9. seven and seven-thousandths _____

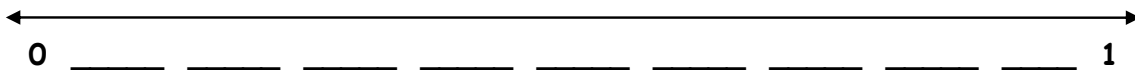
10. sixty and four-hundredths _____

11. eight hundred _____

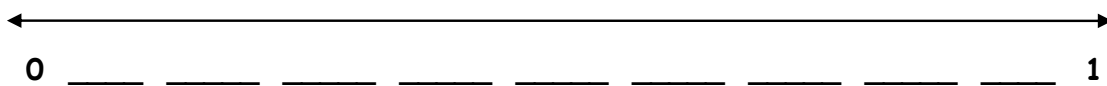
12. sixty-two thousandths _____

Fill in the missing numbers.

13.



14.



Solve each problem.

1. Samuel bought presents for 40 cents, 50 cents, 60 cents, and 70 cents. How much money did he spend in all? _____

CHECK: Does my answer make sense? _____

2. Trini rode her bike 12 miles on Friday. She rode 14 miles on Saturday and 15 miles on Sunday. How many miles did she ride in all? _____

CHECK: Does my answer make sense? _____

3. Jon, Dave, and Kevin collected rocks at the beach. Each boy collected 25 rocks. How many rocks did the boys collect in all? _____

CHECK: Does my answer make sense? _____

4. The Torrey family was on vacation. One day, they spent \$140 for a motel room, \$130 for meals, and \$200 at a park. How much money did they spend that day? _____

CHECK: Does my answer make sense? _____

Use a straightedge to draw the following.

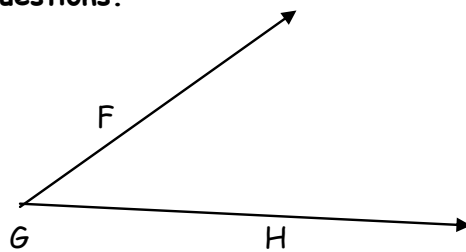
1. Draw and label line segment AB

2. Draw and label line XY

3. Draw and label ray CD

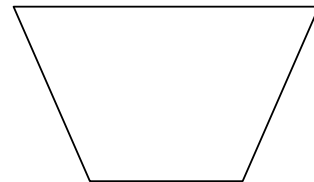
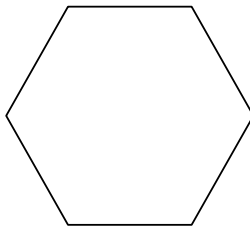
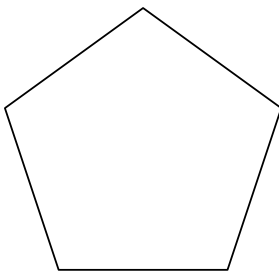
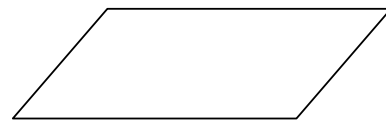
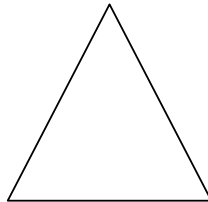
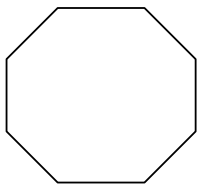
Use the figure to the right to answer the following questions.

4. Write 2 names for this figure.



5. What point names the vertex of this figure? _____

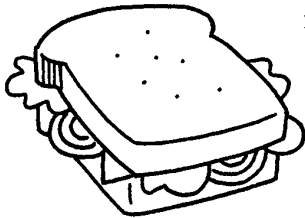
6. Write the name of each polygon below under the picture.



Text 2 *Why is a sandwich called a sandwich?*

Where Did We Get That Word?

The dancer put a cardigan sweater over her leotard. Then she sat down to eat a sandwich. *Cardigan*, *leotard*, *sandwich*—where did these words come from? Did you know that each of them was a person’s name? Words that come from proper names are called *eponyms*, and there are many eponyms in English.



The sandwich, for example, was named for John Montagu, the Earl of Sandwich. He lived from 1718–1792. He loved to play cards and did not want to stop a game even to eat. By putting cold meat between two pieces of bread, he could eat while he played.

The cardigan sweater was named for an officer in the British army. In the 1800s, James Thomas Brudenell, the Earl of Cardigan, spent his own money to buy special knitted jackets for the men in his regiment. Knitted jackets with buttons soon came to be called *cardigans*.

Jules Leotard was a French circus performer. In 1859, at the age of twenty-one, Leotard performed the first mid-air somersault. He became known as the “daring young man on the flying trapeze.” Leotard invented a close-fitting one-piece suit to wear when he performed. Dancers and acrobats still call their close-fitting garments *leotards*.

Another person who gave her name to a style of clothing was Amelia Bloomer. Bloomer was the editor of a magazine called *The Lily*. American women in her day were expected to wear heavy skirts that dragged on the floor. In 1851, a young woman named Elizabeth Smith Miller introduced a new kind of clothing that was much easier to move around in. She wore a dress that came only to the knees. Under it she wore baggy pants that fitted close at the ankles. Amelia Bloomer published a picture of the outfit in *The Lily*. She hoped women would adopt the new style. In news stories, reporters called the pants “bloomers.” A hundred years later, people were still using the word *bloomers* for pants worn under a dress.



There are many other words that come from people's names. The *diesel* engine was named for its inventor, Rudolf Diesel. The word *boycott* comes from the name of an English landlord named Charles Boycott. Where each word came from is a story in itself. Who knows, maybe your name will become a word someday.

1. Which of these word stories would best fit in this article?

- Ⓐ *Armadillo* comes from a Spanish word meaning "armed." The animal's hard shell looks like armor.
- Ⓑ *Braille* is a system of writing for the blind that was developed by Louis Braille.
- Ⓒ *Cricket* is a word that imitates the sound a cricket makes.
- Ⓓ *Dynamite* comes from a Greek word meaning "power." Alfred Nobel, the inventor of dynamite, created the word.

2. Which of these words came from a person's name?

- Ⓕ trapeze
- Ⓖ editor
- Ⓗ boycott
- Ⓙ acrobat

3. What is this article mainly about?

4. Why did the Earl of Sandwich invent the "sandwich"?

5. What are "bloomers," and where did the word *bloomers* come from?



Text 7 What is a bucket brigade?

Fighting Fires

Nothing gets people moving faster than the word *fire*. When someone yells “Fire!” most people dash for the exits. Their only thought is to get out of the building fast. Firefighters, on the other hand, race just as quickly toward the fire. They want to put out the blaze as fast as possible.

There are more than one million firefighters in the United States today. They are trained to put out fires.

Back in the 1600s, though, there were no trained firefighters. Putting out fires was everyone’s job. Cities and towns had no indoor plumbing, running water, or fire hydrants, so water from a pond, river, or well had to be carried to the fire in buckets. When a fire broke out, everyone ran to help. They formed a bucket



brigade. Men formed one line leading from the water supply and passed buckets of water to throw on the fire. Women and children formed another line, sending empty buckets back to be filled. It was a very slow way to put out a fire, and many homes burned to the ground before they could be saved.

Then in 1736, Benjamin Franklin came up with the idea for a fire department. He convinced a group of people in Philadelphia to form the Union Fire Company. They became the first official volunteer firefighters.

Today, three out of four American firefighters are volunteers. These brave men and women do not get paid for their work, but they are in good company. George Washington, Thomas Jefferson, and Paul Revere were all volunteer firefighters, too, in their day.

- 1. People formed “bucket brigades” to —**
- (A) prevent fires from starting.
 - (B) put out fires.
 - (C) rescue people trapped in a fire.
 - (D) warn other people about a fire.

2. How did a bucket brigade work?

3. How, when, and where was the first fire company formed?



Text 8 *What makes you special?*

On Being Yourself

Everyone likes to feel that he or she is special.

Unfortunately, many of us grow up believing that we're not special at all. We wish that we could be better at sports or more attractive. We wish we had nicer clothes or more money. Like the Scarecrow, the Tin Man, or the Cowardly Lion from *The Wizard of Oz*, we believe we're not good enough just as we are. In the movie, the Scarecrow wishes that he had a brain. The Tin Man wishes he had a heart, and the Lion wants courage. In the end, each of them realizes that he already has what he needs.

Most parents want us to be the best we can be. They sometimes try to encourage us to do better by comparing us to others. They mean well, but the message we often get is that we're not good enough. We begin to believe that the only way we can be special is by being better

than someone else, but we are often disappointed. There will always be someone out there who is better than we are at something. There are plenty of people around who may not be as smart as we are but who are better at sports. Or they may not be as good-looking, but they have more money. It is impossible for us to be better than everyone else all the time.

Like the Scarecrow, the Tin Man, and the Cowardly Lion, we all want what we believe will make us better people. What we don't realize is that often we already have inside us the very things that we seek. Parents sometimes forget to tell us that we *are* special, that we are good enough just as we are. Maybe no one told them when *they* were growing up, or maybe they just forgot. Either way, it's up to us to remind them from time to time that each of us, in our own way, is special. What we are . . . is enough.

1. This essay was most likely written by a —

- (A) young person.
- (B) parent.
- (C) teacher.
- (D) coach.

2. The author of this essay believes that —

- (F) not everyone can be special.
- (G) smart people are more special than others.
- (H) the richer you are, the better you are.
- (J) we are all good enough just the way we are.

3. Why does the author believe it is not a good idea to compare yourself to others in order to feel special?

4. Why does the author discuss characters from *The Wizard of Oz* in this essay? What point is the author trying to make?

5. What makes you special? Write a paragraph telling what you like about yourself.



Text 9 Who was Sequoyah?

Sequoyah

Imagine a man who cannot read or write. Now imagine that same man creating a brand new alphabet from scratch. It sounds next to impossible, doesn't it? Yet that is exactly what one man did—a man named Sequoyah.

Born around 1770 in Tennessee, Sequoyah was a Cherokee. Like other Native Americans of that time, he could neither read nor write. He couldn't help noticing, though, how white people wrote to one another on sheets of paper. They often used these "talking leaves," as some Native Americans called them, to communicate.

Back then, the Cherokee had no way to write down words in their own language. Sequoyah believed it was important for the Cherokee to have a system of writing. So, in 1809, he set out to create an alphabet that the Cherokee could use to do just that.

Sequoyah started by drawing pictures, with each one representing a different word or idea. He soon realized that writing sentences using pictures would be much too difficult. There were too many words. No one would ever be able to remember that many pictures.

Sequoyah decided to try a different approach. He began to develop symbols to stand for the sounds, or syllables, that made up words. Twelve years later, he completed a system of writing with 86 different symbols. Each one stood for a different syllable in the Cherokee language. The symbols could easily be put together to form words. Soon thousands of Cherokee were able to read and write in their own language.

Sequoyah's work did not end there, however. He helped to establish a print shop and began publishing a bilingual newspaper in both Cherokee and English. The shop also printed books translated from English into Cherokee. In later years, Sequoyah also became a political leader among the Cherokee.



Sequoyah died in 1843, but many Cherokee of today still use the alphabet he invented. Thanks to him, the Cherokee now have a written history that will never be forgotten. In honor of his achievements, Sequoyah's name was given to the giant redwood trees of California and the Sequoia National Park. The name of Sequoyah will never be forgotten either.

1. Sequoyah is best remembered for —

- (A) not being able to read or write.
- (B) being raised as a Cherokee.
- (C) drawing pictures to represent words or ideas.
- (D) inventing a written language for the Cherokee.

2. White people used “talking leaves” to communicate. What were “talking leaves”?

3. Which did Sequoyah do just after he completed the set of symbols for the Cherokee language?

- (F) He drew pictures to represent words and ideas.
- (G) He began growing giant redwood trees.
- (H) He helped to start a printing press and a newspaper.
- (J) He became a political leader.

4. Give one reason why Sequoyah's invention was important to the Cherokee.

5. What did the people of the United States do to honor Sequoyah?



Text 10 What is this Harry Potter book about?

The World of Harry Potter

How would you like to wake up one morning and discover that you're really a wizard? That is what happens to Harry Potter in *Harry Potter and the Sorcerer's Stone*, a novel written by J.K. Rowling.

Harry, an orphan, has spent most of his ten years living with his mean relatives, the Dursleys. His Uncle Vernon and Aunt Petunia treat him like dirt. Their son Dudley is a big bully who picks on Harry every chance he gets.

Harry sleeps in a tiny closet under the stairs and wishes that someone someday would come take him away. But that hasn't happened yet. Harry has all but given up hope that it ever will.

A few days before Harry's eleventh birthday, strange letters begin arriving. They are addressed to Harry. His aunt and uncle,

though, won't let him read them—that is, until a giant named Hagrid delivers one in person. That's when Harry learns that he is a wizard. He has just been accepted as a student at Hogwarts School of Witchcraft and Wizardry.

Just like that, Harry Potter goes from being a nobody to being a famous wizard. Who would have guessed? Not only that, but Harry also discovers that his parents didn't die in a car crash after all. They were done in by an evil wizard, a wizard so powerful that everyone is afraid even to say his name: Voldemort.

Harry Potter and the Sorcerer's Stone is a beautifully written fantasy. If you love action, you won't be disappointed. It is very funny and imaginative, and it will keep you reading long past your bedtime.



- 1. In this book, Harry Potter finds out that he is —**
 - (A) an orphan.
 - (B) a giant.
 - (C) an author.
 - (D) a wizard.

- 2. How does the author of this book review feel about *Harry Potter and the Sorcerer's Stone*? How can you tell?**



Text 19 Which part of Africa was known as the Land of Gold?

Kingdoms of Gold: The Empires of West Africa

The kingdoms of West Africa are not nearly as well known as those of ancient Egypt and Nubia. Yet there was a time when rulers of this region were thought to be the richest kings in all the world. From about A.D. 300 to 1700, three great empires flourished in the lands just to the south of the Sahara Desert. These were the empires of Ghana, Mali, and Songhay.

The Empire of Ghana

Today, *Ghana* is the name of a West African country on the Atlantic coast. It was not part of the ancient empire of Ghana, though. The country of Ghana adopted the name in 1957 in honor of the ancient empire of Ghana.

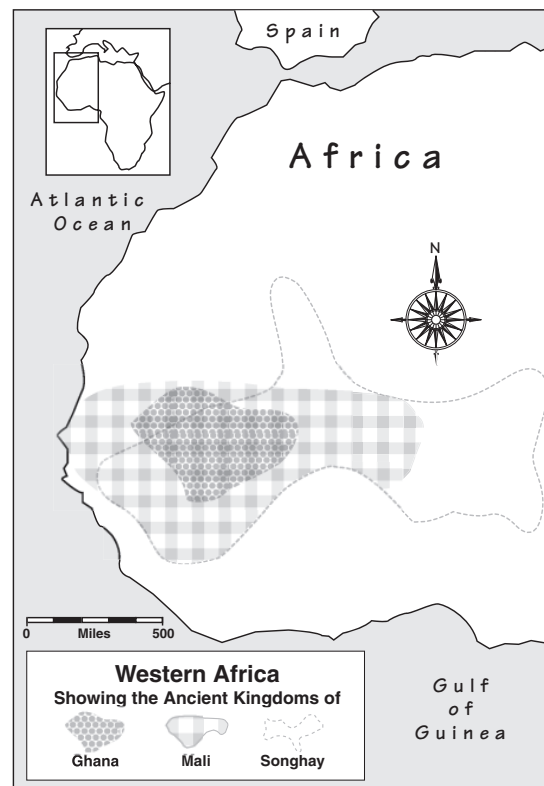
The word *Ghana* actually means “warrior-king.” It was a title given to the rulers of the Soninke people who called their homeland *Wagadu*. *Wagadu* was located at the edge of the Sahara Desert, far from the ocean.

The Soninke people were highly skilled in metal working. For many years they were the only people in the region who knew how to forge iron. This skill helped them become powerful. Metal tools made their farms more productive. One farmer could grow enough food for many people. This left more people free to follow other occupations. Many men became soldiers. Using metal swords and spears, they easily conquered rivals whose weapons were made of wood or stone.

As *Wagadu* grew in size and power, it became an important center of trade. The regions around it had a variety of

resources. The most important of these were gold and salt. Gold came from secret locations in the south. There was so much gold that the Ghana king had to control the supply carefully. Otherwise, it might become too common and lose its value.

Salt, on the other hand, was very scarce. Because people need salt to live, it was literally worth its weight in gold. Most of the salt came from the Taghaza mines in the Sahara Desert. Traders bringing salt through *Wagadu* had to pay a large tax in gold. The gold went to the king, who used it to keep the army and the government strong. *Wagadu* had so much gold that the first Arabic writer to write about it called it the *Land of Gold*.



Influence of the Arabs

By the year 680, powerful Arab armies had conquered most of North Africa. When they reached Morocco, they heard about a land of gold across the desert. They sent an army south to conquer it. The Arabs were surprised by the power of the Wagadu army. They decided it would be wiser to trade with these people than to fight them.

The people of Wagadu had no written language until the Arabs came. The earliest accounts of life in Wagadu were written by Arabs. They called the kingdom *Biland Ghana*, “the land of the warrior-king.” This was shortened to *Ghana*. That is why the first great West African kingdom is called Ghana rather than Wagadu.

- 1. In a social studies textbook, this article would most likely be included in a unit called —**

- (A) “The Age of Exploration.”
- (B) “Ancient African Kingdoms.”
- (C) “The Arab World.”
- (D) “The History of Songhay.”

- 2. What did the word *Ghana* originally mean?**

- (F) a country on the Atlantic coast of Africa
- (G) a country south of the Sahara Desert
- (H) the people of Wagadu
- (J) a ruler of the Soninke people

- 3. How did skill in forging iron help make the Soninke people powerful?**

- 4. Why was salt so expensive? Give two reasons.**



Helen Keller

Helen Keller was born June 27, 1880, in Tuscumbia, Alabama. Though not wealthy, her father owned a cotton plantation, and was the editor of a weekly newspaper called *The Alabamian*. Helen's growth was normal until she was 19 months old when she became very ill with a high fever. Helen's doctors did not know what was wrong with her but told her parents that she would probably die. Doctors now believe that Helen most likely had scarlet fever or meningitis, diseases that cause high fevers. Helen's high fever eventually went away, and it looked like she would get better, but Helen's mother noticed that she did not respond to sounds like the dinner bell, and she did not blink if somebody waved a hand in front of her face. Helen survived the illness but lost her eyesight and hearing. Helen was blind and deaf.

Helen was frustrated because she could not see or hear and had to rely on touch to discover the world. This frustration led to many behavior problems; Helen had terrible temper tantrums and horrible table manners. At dinner, she would move around the table eating off everyone's plates. Her relatives thought she needed to be placed in an institution because her parents could not control her. Helen's mother decided to look for help, and she found a doctor who specialized in the deaf and blind. This doctor told her to contact Dr. Alexander Graham Bell, the inventor of the telephone, who also worked with the deaf. Dr. Bell believed Helen could be taught, and he helped her mother find Anne Sullivan, a teacher.

Anne suffered from vision problems herself but had operations to improve her eyesight. Despite the operations, Anne had trouble finding a job. When the offer came to teach Helen, Anne agreed even though she had no experience teaching the deaf and blind. Anne began by teaching Helen to finger spell and by trying to correct Helen's bad behavior. Helen's behavior improved, but she did not truly understand finger spelling until April 5, 1887, when Anne poured water into one of Helen's hands and finger spelled the word water on the palm of Helen's other hand. Helen finally understood what Anne was saying, and from that point, Helen quickly learned hundreds of words.

Helen eventually learned Braille, an alphabet of raised dots that blind people feel with their fingers and even went on to graduate from college with Anne by her side the entire time. Helen became a writer and lecturer, working to improve life for blind and deaf people. Anne worked with Helen translating so audiences could hear what Helen had written or signed. Helen and Anne lived and worked together for many years making the country a better place for the blind and deaf.

- 1.) How did Helen Keller show her frustration at not being able to see or hear?
 - A. Helen was meek and would not leave her room.
 - B. Helen decided not to attend school.
 - C. Helen threw temper tantrums.
 - D. Helen refused to leave her house.

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Confident

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2.) What does the word institution mean as it is used in the passage?

- A. The place where Helen met Anne Sullivan.
- B. A form of punishment.
- C. An established custom or practice.
- D. An organization that cares for the disabled.

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3.) What is the main idea of this passage?

- A. With Anne's help, Helen learns to communicate despite being blind and deaf.
- B. Anne has operations on her eyes and is able to get a job.
- C. Helen has terrible temper tantrums because she can't communicate.
- D. Anne helps Helen graduate from college.

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4.) Why did Anne Sullivan have a hard time finding a job?

- A. Anne had no experience teaching.
- B. There weren't many blind and deaf people to teach.
- C. Anne had poor vision despite many operations.
- D. Anne never finished school.

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5.) What day was a great turning point in Helen Keller's life?

- A. The day she was unable to control her temper tantrums.
- B. The day she understood the word water as it was written in her hand.
- C. The day she published an essay about blindness.
- D. The day she lectured about people with disabilities.

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On a scale between 1 and 10 with 1 being low and 10 being how well did you like this passage?

Didn't Like It At All	1	2	3	4	5	6	7	8	9	10	I Really Liked It
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Connecting: Write a paragraph about what it would be like to go to school if you could not see nor hear? What would be your greatest challenges?

Hurricanes

Hurricanes are large tropical storms that develop in the oceans of the world. Hurricanes gather heat and energy from the warm ocean water. The heat from these warm currents increases the power of the hurricane. Hurricanes that remain over warm water usually get bigger and stronger, but they weaken once they get over land. Hurricanes are storms that are given names, and a new list of names is created each year. The first hurricane name starts with the letter A, like Ashley, and the names move through the alphabet as more hurricanes form.

Hurricane clouds move in a circle around a point called the eye, which is the center of the storm. To be called a hurricane, a storm must have wind speeds of at least 74 miles per hour. When a hurricane comes ashore, there are heavy rains, large waves and strong winds that cause damage to buildings, cars and trees. Also, flooding can occur when large waves called storm surges hit the beaches. Storm surges are the main reason people are told to leave beach towns and move inland when a hurricane approaches. Hurricanes move very slowly though, so people have a chance to get out of the way.

During the official hurricane season, which lasts from June 1 to November 30, these large storms sometimes hit coastal areas of the United States. As these hurricanes approach, there is rain and strong winds. Meteorologists, scientists who study the weather, watch these storms very carefully. They classify hurricanes into five categories depending upon how strong the hurricane is. Category 1 and 2 hurricanes are the weakest hurricanes, Category 4 and 5 hurricanes are the strongest, and Category 3 storms are in the middle. This year, the United States has been hit by more damaging hurricanes than in any other year.

1. A hurricane would be most likely to hit the United States in what month?

- A. January
- B. August
- C. March
- D. December

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Confident _____ Confident

2. Which type of hurricane would cause the **most** damage?

- A. Category 2
- B. Category 1
- C. Category 3
- D. Category 4

0% _____ 100%

Confident _____ Confident

3. A meteorologist might study:

- A. Clouds and wind.
- B. Rocks and streams.
- C. Adults and children.
- D. Insects and spiders.

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Confident _____ Confident

4. Most people are able to get out of the way of a hurricane because:

- A. Hurricanes move so quickly.
- B. The storm surge is very small.
- C. Hurricanes move slowly.
- D. Hurricanes are unpredictable.

0% _____ 100%

Confident _____ Confident

5. The most dangerous part of a hurricane for a beach town is the:

- A. Wind
- B. Rain
- C. Lightning
- D. Storm surge

0% _____ 100%

Confident _____ Confident

On a scale between 1 and 10 with 1 being low and 10 being how well did you like this passage?

Didn't												I Really
Like It	1	2	3	4	5	6	7	8	9	10		Liked It
At All												

Connections: If you had to evacuate (leave your city) to get out of the way of a hurricane, what would you take with you? Why did you select those particular items?

Rosa Parks

Rosa Parks was born February 4, 1913 in Tuskegee, Alabama. She spent her childhood in Alabama. When she was 11, she enrolled in the Montgomery Industrial School for Girls. Later, she worked as a seamstress in Montgomery.

Rosa Parks has been called the "mother of the civil rights movement" and one of the most important citizens of the 20th century. In the early 1950s, the bus system in Montgomery, as in many parts of the United States, was segregated. Blacks were required to board the bus at the front, buy their tickets, and then re-board the bus in the back. Sometimes, they weren't able to get on the bus again before it drove away. They were not allowed to sit in the front of the bus, which sometimes made it difficult to get off at the right stop. Even if they were sitting in the "black section", they were still required to give their seats up to white passengers if the "white section" was full. In December of 1955, Rosa Parks refused to give up her seat on a city bus to a white passenger. The bus driver had her arrested. She was tried and convicted of violating a local ordinance.

Her act sparked a citywide boycott of the bus system. This refusal to ride the bus introduced the country to a clergyman named Martin Luther King, Jr. who gained national prominence, leading the protest with the words: "There comes a time that people get tired". Eventually, the U.S. Supreme Court made a decision outlawing segregation on city buses. In December 1956, Montgomery's public transportation system was legally integrated.

Over the next four decades, Rosa Parks helped make her fellow Americans aware of the history of the civil rights struggle. This pioneer in the struggle for racial equality earned many honors, including the Martin Luther King Jr. Nonviolent Peace Prize, the Presidential Medal of Freedom, and the Congressional Gold Medal. She is an example of courage and determination and an inspirational symbol to all Americans. She recently died in Detroit, Michigan on October 24, 2005 at age 92.

1. What did Rosa Parks refuse to do?

- A. Go to jail
- B. Ride a bus
- C. Give up her seat
- D. Pay for her ticket

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Thomas Edison

Thomas Alva Edison lit up the world with his invention of the electric light. Without him, the world might still be a dark place. However, the electric light was not his only invention. He also invented the phonograph, the motion picture camera, and over 1,200 other things. About every two weeks Edison created something new.

Thomas A. Edison was born in Milan, Ohio, on February 11, 1847. His family moved to Port Huron, Michigan, when he was seven years old. Surprisingly, he attended school for only two months. His mother, a former teacher, taught him a few things, but Edison was mostly self-educated. His natural curiosity led him to start experimenting at a young age with electrical and mechanical items at home.

When he was 12 years old, he got his first job. He became a newsboy on a train that ran between Port Huron and Detroit. He set up a laboratory in a baggage car of the train so that he could continue his experiments in his spare time. Unfortunately, Edison's first job did not end well. He was fired when he accidentally set fire to the floor of the baggage car.

Edison then worked for five years as a telegraph operator, but he continued to spend much of his time on the job conducting experiments. He got his first patent in 1868 for a vote recorder run by electricity. However, the vote recorder was not a success. In 1870, he sold another invention, a stock-ticker, for \$40,000. A stock-ticker is a machine that automatically prints stock prices on a tape. He was then able to build his first shop in Newark, New Jersey.

Thomas Edison was totally deaf in one ear and hard of hearing in the other, but thought of his deafness as a blessing in many ways. It kept conversations short, so that he could have more time for work. He called himself a "two-shift man" because he worked 16 out of every 24 hours. Sometimes he worked so intensely that his wife had to remind him to sleep and eat.

Thomas Edison died at the age of 84 on October 18, 1931, at his estate in West Orange, New Jersey. He left numerous inventions that improved the quality of life all over the world.

1. Thomas Edison received his first patent for inventing what item?

- A. An electric light.
- B. A phonograph.
- C. An electric vote recorder.
- D. A stock-ticker.

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100%

Confident

Confident

2. The word *laboratory* means
- A. The last car in a train.
 - B. A place for doing scientific research.
 - C. A school for inventors.
 - D. A type of dog.

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3. What is the main idea of this passage?
- A. Thomas Edison was interested in science and invented many important things.
 - B. Thomas Edison could not keep a job and kept getting fired.
 - C. Thomas Edison worked day and night on his experiments.
 - D. Deaf people make good inventors because they can focus better than hearing people.

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Confident

Confident

4. Why was Edison able to build his first shop in Newark, New Jersey?
- A. He had more free time because he was fired from another job.
 - B. He inherited a building after someone in his family died.
 - C. He found an investor willing to buy him a building.
 - D. He made money when he sold an invention.

0% _____ 100%

Confident

Confident

5. Which of the following is a fact not an opinion?
- A. Edison usually worked about 16 hours per day.
 - B. Edison spent too much time working on inventions.
 - C. Edison is the most famous American inventor.
 - D. Edison was not a good employee.

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On a scale between 1 and 10 with 1 being low and 10 being how well did you like this passage?

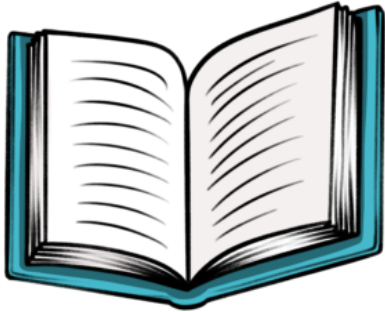
Didn't Like It At All	1	2	3	4	5	6	7	8	9	10	I Really Liked It
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Imagery: Using the information you learned in the passage, create a time-line of Thomas Edison's life.



5th Grade Learning Packet

Reading Log



Date: _____

Title of Book: _____

How Many Pages Did You Read? _____

How Long Did You Read? _____ minutes

Write A Brief Description of What You Read

Name: _____

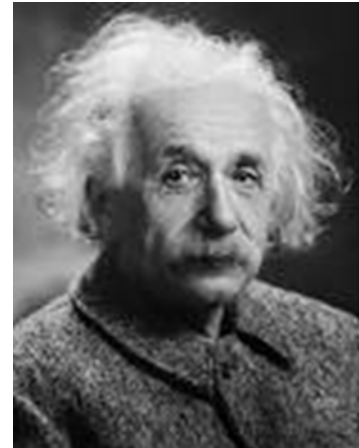
Date: _____

Reading Comprehension Worksheet

Albert Einstein

Read the passage. Then answer the questions.

Albert Einstein was born on March 14, 1879 in Ulm, Germany, his father was an electrical engineer, and his mother was a musician. She taught him to music. He didn't speak until he was two years old. When he was six, his father gave him a compass. He was fascinated by the way the needle always pointed north. This experience helped to create a great curiosity in him. He attended a high school called Luitpold Gymnasium Munich. After a year in Italy he went to Zurich, Switzerland. He took a job at the Swiss Patent Office, examining patents for people's inventions. The year 1905 was an exceptional year for Einstein. In that year he published three outstanding papers.



1. He outlined his photoelectric law in which he discussed the behavior of light. In 1921 he was awarded the Nobel Prize for this paper.
2. The second paper, which was his most famous, explored the relation of mass to energy.
3. The third paper was on the Special Theory of Relativity. He concluded the speed of light is always the same; 186,000 miles a second.

The Institute for Advanced Study in Princeton, New Jersey invited him to be their director. He spent the rest of his life in America. Einstein was married two times. He died at the age of 76. He developed the general theory of relativity, one of the two pillars of modern physics. Einstein's work is also known for its influence on the philosophy of science.

Answer each question.

1. What do you know about the early life of Albert Einstein?
2. Where did Einstein get a job?
3. Why was the year 1905 remarkable year for Einstein?
4. What was Einstein's major work?

Name: _____

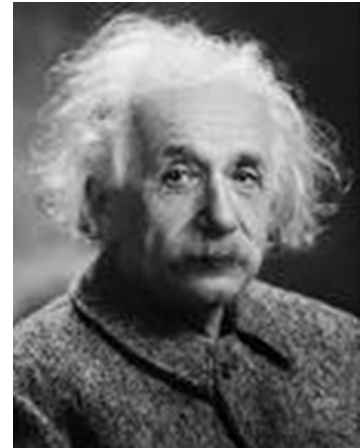
Date: _____

Grade 5 Reading Comprehension Worksheet

Albert Einstein

Read the passage. Then answer the questions.

Albert Einstein was born on March 14, 1879 in Ulm, Germany, his father was an electrical engineer, and his mother was a musician. She taught him to music. He didn't speak until he was two years old. When he was six, his father gave him a compass. He was fascinated by the way the needle always pointed north. This experience helped to create a great curiosity in him. He attended a high school called Luitpold Gymnasium Munich. After a year in Italy he went to Zurich, Switzerland. He took a job at the Swiss Patent Office, examining patents for people's inventions. The year 1905 was an exceptional year for Einstein. In that year he published three outstanding papers.



1. He outlined his photoelectric law in which he discussed the behavior of light. In 1921 he was awarded the Nobel Prize for this paper.
2. The second paper, which was his most famous, explored the relation of mass to energy.
3. The third paper was on the Special Theory of Relativity. He concluded the speed of light is always the same; 186,000 miles a second.

The Institute for Advanced Study in Princeton, New Jersey invited him to be their director. He spent the rest of his life in America. Einstein was married two times. He died at the age of 76. He developed the general theory of relativity, one of the two pillars of modern physics. Einstein's work is also known for its influence on the philosophy of science.

Answer each question.

1. What do you know about the early life of Albert Einstein?

Albert Einstein was born on March 14, 1879 in Ulm, Germany, his father was an electrical engineer, and his mother was a musician. She taught him to music. He didn't speak until he was two years old. When he was six, his

father gave him a compass. He was greatly fascinated by it. He attended a high school called Luitpold Gymnasium Munich. After a year in Italy he went to Zurich, Switzerland.

2. Where did Einstein job?

He took a job at the Swiss Patent Office, examining patents for people's inventions.

3. Why the year 1905 was a remarkable year for Einstein?

In the year 1905 he published three outstanding papers.

1. He outlined his photoelectric law in which he discussed the behavior of light.
2. The second paper, which was his most famous, explored the relation of mass to energy.
3. The third paper was on the Special Theory of Relativity.

4. What was Einstein's major work?

He developed the general theory of relativity, one of the two pillars of modern physics. Einstein's work is also known for its influence on the philosophy of science.

Name: _____

Date: _____

Reading Comprehension Worksheet

Don't Sell the Farm

By Marie-Victorian

Read the story. Then answer the questions.

The cartload of oats moved along the track. Seated old Felix Delage and his son Basil, was driving the horse. As they turned the corner the father exclaimed: "Look, Basil; Francois Millette has sold his farm!" A Canadian was Felix Delage! His farm was one of the oldest and richest in the district. And now the folly of real estate speculation, having ravaged the island of Montreal one after another his neighbours had sold their farms. Basil and Joseph, on either side of their father, was talking over the autumn work. Suddenly a car came and stopped before the house. The two gentlemen got out. "Are you Mr. Felix Delage? I am Stevenson, real estate agent. I am told that your farm has not been sold and I have come in order to make you an offer." "My dear sir," replied Felix, I must tell you at once that my farm is not for sale as long as I am alive and my sons have their two arms." "Good. I'll give you twenty-five thousand cash." Stevenson said. "As for me," went on Felix, "My farm is worth more than all you offer me." "I'll give you thirty thousand. That's my final price, he said. Three years passed during which death visited the Delage fireside. First it was Joseph, the eldest son, who fell, slashed by the blades of a mowing-machine. And then it was Basil laid low with pneumonia. Old Delage had changed. In the house are heard the prattle of Alfred and Joseph, Basil's bereaved children. The Delage farm, for the first time lies untilled. There is but one solution, to put up the farm for sale, and to go away to the village of Longueuil. It is the morning of the final farewell, "Farm for Sale." Tears stream from Felix eyes, Alfred and Joseph in tears, too, and then Alfred says to him, "Grandad! "When we get older we want to work the farm like Daddy and you! Will you let us do that, Grandad? Don't sell the farm!" For a moment Felix stands dumbfounded. Then with firm steps he goes back to the house, seizes a pole and tears down the sign, Farm for Sale. On the Charnbly road not far from Longueuil there is an abandoned farm, which is not for sale!

Answer each question.

1. Who was Felix Delage?
2. What did Felix exclaim and why was he depressed?
3. Who came to their house?
4. What did Stevenson insist on and what did he offer to Felix?
5. How did his two sons die?
6. Does Felix Delage sell his farm? If not, why?

Name: _____

Date: _____

Grade 5 Reading Comprehension Worksheet

Don't Sell the Farm

By Marie-Victorian

Read the story. Then answer the questions.

The cartload of oats moved along the track. Seated old Felix Delage and his son Basil, was driving the horse. As they turned the corner the father exclaimed: "Look, Basil; Francois Millette has sold his farm!" A Canadian was Felix Delage! His farm was one of the oldest and richest in the district. And now the folly of real estate speculation, having ravaged the island of Montreal one after another his neighbours had sold their farms. Basil and Joseph, on either side of their father, was talking over the autumn work. Suddenly a car came and stopped before the house. The two gentlemen got out. "Are you Mr. Felix Delage? I am Stevenson, real estate agent. I am told that your farm has not been sold and I have come in order to make you an offer." "My dear sir," replied Felix, I must tell you at once that my farm is not for sale as long as I am alive and my sons have their two arms." "Good. I'll give you twenty-five thousand cash." Stevenson said. "As for me," went on Felix, "My farm is worth more than all you offer me." "I'll give you thirty thousand. That's my final price, he said. Three years passed during which death visited the Delage fireside. First it was Joseph, the eldest son, who fell, slashed by the blades of a mowing-machine. And then it was Basil laid low with pneumonia. Old Delage had changed. In the house are heard the prattle of Alfred and Joseph, Basil's bereaved children. The Delage farm, for the first time lies untilled. There is but one solution, to put up the farm for sale, and to go away to the village of Longueuil. It is the morning of the final farewell, "Farm for Sale." Tears stream from Felix eyes, Alfred and Joseph in tears, too, and then Alfred says to him, "Grandad! "When we get older we want to work the farm like Daddy and you! Will you let us do that, Grandad? Don't sell the farm!" For a moment Felix stands dumbfounded. Then with firm steps he goes back to the house, seizes a pole and tears down the sign, Farm for Sale. On the Charnbly road not far from Longueuil there is an abandoned farm, which is not for sale!

Answer each question.

1. Who was Felix Delage?
Felix Delage was a Canadian. He had two sons Joseph and Basil. His farm was one of the oldest and richest in the district and he loved his soil and his farm.
2. What did Felix exclaim and why did he depress?
Felix exclaimed when he saw that one of his friends Francois Millette had also sold his farm. He was depressed that the real estate speculation had ravaged the island of Montreal that all his neighbours had sold their farms.
3. Who did come to their house?
Stevenson a real estate agent came to their house to make them an offer.
4. What did Stevenson insist and what did he offer to Felix?
Stevenson insisted to Felix that he would sell his farm to him and for this he offered him twenty-five thousand but when Felix refused so, Stevenson increased it to thirty thousand.
5. How did his two sons die?
Felix eldest son, Joseph fell and slashed by the blades of a mowing-machine. And the other son Basil died with pneumonia.
6. Does Felix Delage sell his farm, if not why?
No, because his grandson Alfred says to him, "When we get older we want to work the farm like Daddy and you! Don't sell the farm!" Then Felix with firm steps goes back to the house, seizes a pole and tears down the sign, Farm for Sale.

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Matt liked watching martial arts movies. He had always been interested in learning a martial art. It looked like fun, and he wanted to be able to do the things he saw in movies. So when his parents asked him what he would like for his birthday, Matt said he wanted to learn karate. His mom and dad agreed that would be a very good present, and promised to arrange for Matt to take lessons. They looked at a few karate studios before they found the right one. They wanted to be sure that the lessons would be safe for Matt. They also wanted to find a lesson schedule that would work for them. Finally, they found what they wanted. Matt was very excited. He couldn't wait to start doing what he saw in movies!

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total**1.** Why does Matt want karate lessons?

- (A) His teacher suggested he take lessons.
- (B) His parents take karate lessons.
- (C) His friends take karate lessons.
- (D) He wants to do what he sees in movies.

2. How do Matt's parents feel about him taking karate lessons?

- (A) They like the idea.
- (B) They dislike the idea.
- (C) They argue about it.
- (D) They can't decide.

3. What is the phrase *mom and dad* an example of in this text?

- (A) a simple subject
- (B) a compound subject
- (C) a verb
- (D) a pronoun

4. What is *karate*?

- (A) a kind of game
- (B) a kind of movie
- (C) a kind of martial art
- (D) a kind of home

5. What does the phrase *work for them* mean?

- (A) have employees
- (B) something that is possible
- (C) work hard
- (D) lose a job

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total

Matt was excited to start karate lessons. His parents had gotten him a *gi* (gee), a white uniform that he would wear when he was practicing. On the first day of his lessons, Matt proudly put his gi on and joined the other students in his class. Walter, their *sensei* (sen-SEY), or teacher, began the class. To Matt's dismay, though, Walter didn't start by teaching the class what Matt had seen in the movies. Instead, Walter taught the class some movement exercises. He also taught the class some breathing exercises. He told everyone, "Karate isn't about kicking or hitting people or breaking boards. It's about mind and body working together. It's about self-control."

Matt wasn't at all sure he liked the sound of that. He didn't know what Walter meant. But this was only the first lesson.

1. What do people who practice karate wear?

- (A) a gi
- (B) a sensei
- (C) a sweatsuit
- (D) a coat

2. What is the setting?

- (A) Matt's home
- (B) school
- (C) a karate studio
- (D) the supermarket

3. Which word has the same root word as *movement*?

- (A) venom
- (B) moving
- (C) cement
- (D) hover

4. Which is a synonym for *dismay*?

- (A) curiosity
- (B) jealousy
- (C) thrill
- (D) discouragement

5. Which description is most accurate for a *gi*?

- (A) an impressive purple
- (B) as white as snow
- (C) tight as skin
- (D) lanky and long

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Matt's parents gave him karate lessons for his birthday. He had wanted the lessons because he admired what he saw people do in martial arts movies. But real karate lessons were very different. They were not at all like the movies. The students didn't do jumps, kicks, and hits. Instead, they practiced movements. They did breathing exercises. Walter was Matt's sensei. He told the class that once they had learned the basic karate techniques, they would be able to practice them with one another. At first, Matt didn't like that at all, but he soon discovered that karate was harder than it looked in movies. The students worked very hard and were exhausted by the end of their lessons. Matt learned something new in each lesson. He would soon be ready for his first test.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total**1.** Who gave Matt his karate lessons?

- (A) his teacher
 (B) his parents
 (C) his sensei
 (D) Matt gave himself lessons.

2. Which statement is true about Matt's karate lessons?

- (A) They are harder than Matt thought they would be.
 (B) The students do a lot of kicks and jumps.
 (C) They are a lot like what Matt sees in movies.
 (D) They are much easier than Matt thought they would be.

3. How would you describe karate techniques that are *basic*?

- (A) complex
 (B) colorful
 (C) advanced
 (D) simple

4. Which is a synonym for *admired*?

- (A) ignored
 (B) laughed at
 (C) respected
 (D) feared

5. Which word describes the tone of this text?

- (A) humorous
 (B) serious
 (C) joyful
 (D) hopeful

NAME: _____ DATE: _____

MATT'S REAL LESSON

Matt had been taking karate lessons for a few months. At first, he wanted lessons because he wanted to do the things he saw people do in martial-arts movies. But very soon, he realized that karate is not like the movies. It took some time for him to get used to that, but eventually, he came to enjoy karate. Karate made him feel strong and gave him energy, but it also made him feel calm. He worked very hard, and one day, his *sensei*, Walter, told Matt he was ready for his first test.

Two weeks before the testing date, Walter gave Matt an application. Matt took it home and filled it out. He brought it back to the next class. For the next two weeks, Matt practiced very hard. He wanted to be ready for the test.

On the day of Matt's test, he joined a group of other students who were ready for their test. The test began with some exercises. The students had to show that they could do all of the movements that Walter had taught them. Then, the students took a written test. Walter had also taught them about karate, and they had to show that they knew those things, too.

After the test, Matt waited with the other students to see how he had done. Walter congratulated all of the students on making a real effort, and then he spoke to each student. When it was Matt's turn, Walter told him that he had passed! Matt was very excited. Walter also told Matt that he would receive his first belt—white with a black stripe on it—at the next class. Karate had turned out to be very different from what Matt had thought, but he had discovered that he liked it very much.



NAME: _____ DATE: _____

DIRECTIONS

Read "Matt's Real Lesson" and then answer the questions.

1. What does Matt think about karate at first?

- (A) He thinks it will not be fun.
 (B) He thinks it will be very different from the movies.
 (C) He thinks it will be extremely easy.
 (D) He thinks it will be just like the movies.

2. What do you predict Matt will do?

- (A) He will keep doing karate.
 (B) He will stop doing karate.
 (C) He will not tell his friends he is doing karate.
 (D) He will not know how to get ready for his next test.

3. Which is a reason to read this text?

- (A) to find out what Matt's lesson actually is
 (B) to learn how to write a lesson
 (C) to teach someone a lesson
 (D) to research how to be a teacher

4. Which is likely the author's opinion?

- (A) Karate is exactly like the movies.
 (B) Karate lessons are not a good idea.
 (C) Karate is interesting.
 (D) Karate is very easy.

5. How does Walter feel about Matt passing his test?

- (A) surprised
 (B) frightened
 (C) very pleased
 (D) jealous

6. How will Matt's parents likely feel about Matt passing his test?

- (A) very proud
 (B) upset
 (C) curious
 (D) afraid

7. Which real lesson does Matt learn?

- (A) Karate isn't very difficult.
 (B) Karate isn't at all like the movies.
 (C) Karate isn't very good for you.
 (D) Karate isn't something he wants to do.

8. Which text has a similar theme?

- (A) a math textbook
 (B) a story about learning how to play a musical instrument
 (C) a poem about school
 (D) a letter from a teacher

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

___ / 8

Total

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Emma found it extremely difficult to keep pace with everyone else in her gym class. Whenever the class ran around the track, she was always out of breath too quickly to finish. Emma decided that she was tired of always being last around the track, so when class was over, she talked to her gym teacher, Mr. Watson. "Mr. Watson," she began, "I'm really out of shape. I run out of breath so quickly that I can never manage to keep up. What do you think I'm doing wrong?"

Mr. Watson thought for a moment and then answered, "You're not doing anything wrong. You just need to build your endurance. If you exercise, you build your strength and you can run longer."

Emma decided then and there that she would ask her parents about joining a gym.

1. What is this text about?

- (A) The text is about a girl who hates gym class.
- (B) The text is about a girl who is trying to keep up in gym class.
- (C) The text is about a girl who is trying to quit gym class.
- (D) The text is about a girl who is trying to be a winner in gym class.

2. What does Mr. Watson think that Emma needs to do?

- (A) run faster
- (B) stop running
- (C) get to gym class earlier
- (D) build her endurance

3. Which word has the same root word as *manage*?

- (A) mangle
- (B) management
- (C) man
- (D) age

4. Which word means *the ability to last*?

- (A) pace
- (B) exercise
- (C) endurance
- (D) build

5. What does the phrase *keep pace with* mean?

- (A) keep up with
- (B) run
- (C) breathe
- (D) exercise

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5
Total

Emma wanted to get in good shape. She wanted to build her endurance and become stronger. So she asked her parents if the family could join a gym. Her mom and dad liked the idea; they wanted to get in shape too, and now was a good time. So the family began to research local gyms to decide which gym they wanted to join. The family visited three gyms. They took tours, they asked questions, and they looked at prices. Finally, they agreed and settled on a gym called The New You. It had all sorts of equipment. There were treadmills, bicycles, and weights, and there was a large swimming pool, too. Most importantly, there were skilled professionals there who could teach the family how to use the equipment safely. Emma and her family were sure they had made the right choice.

1. What is the text about?

- (A) Emma wants to get a haircut.
 (B) Emma wants to cut shapes.
 (C) Emma wants to exercise and be healthy.
 (D) Emma wants to clean up.

2. Which of these does the gym **not** have?

- (A) bathtubs
 (B) treadmills
 (C) weights
 (D) a swimming pool

3. Which word has the same root word as *skilled*?

- (A) killed
 (B) ill
 (C) skillful
 (D) kill

4. What is another phrase that means *settled on*?

- (A) sat down
 (B) ran on
 (C) decided on
 (D) moved to

5. What does the phrase *in good shape* mean?

- (A) shaped like a square
 (B) small and round
 (C) the right shape for something
 (D) healthy and strong

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Emma and her family had just joined The New You, a local gym. They were all looking forward to using the equipment and getting in shape. So they were excited about their first day at the gym. When they got there, they met Sandra, who would be their trainer. It was her job to show everyone the equipment and teach everyone to use it. Sandra introduced everyone to each machine. Then, she worked with the family to create a good exercise program for them. Emma tried the equipment that Sandra taught her to use, but within ten minutes, she was exhausted. "I don't know if I can do this!" she said.

"Don't worry," Sandra reassured her. "I promise it gets easier. Use the equipment three times a week, and in no time at all, you'll be stronger."

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total**1.** What is this text mostly about?

- (A) Emma's first trip to the gym
- (B) how to use gym equipment
- (C) healthy exercises
- (D) finding good shorts and T-shirts

2. How does Emma feel about using the equipment?

- (A) It is boring.
- (B) It is very easy to use.
- (C) It is hard to use.
- (D) It is very sharp.

3. Who teaches people how to use gym equipment?

- (A) exercises
- (B) programs
- (C) equipment
- (D) trainers

4. Which is a synonym for *exhausted*?

- (A) jealous
- (B) tired
- (C) excited
- (D) upset

5. What does the phrase *in no time* mean?

- (A) not keeping time
- (B) never
- (C) soon
- (D) late

NAME: _____ DATE: _____

SHAPE UP!

Emma and her family recently joined a gym called The New You. Everyone in the family wanted to get in shape, and they all agreed that The New You was a good place to do that. But it wasn't easy! For the first few weeks, Emma was exhausted after working out. She couldn't believe how hard it was. But after a while, Emma noticed that it wasn't as hard as it had been. She was starting to be a little less tired after working out, and she was starting to feel stronger. She mentioned it to Sandra, the trainer. Sandra said, "See, what did I tell you? You're getting stronger all the time because you're exercising your muscles. You're doing a great job!"

One day in gym class, Emma's gym teacher, Mr. Watson, announced that he wanted the class to run around the track. Before Emma and her family had started going to the gym, Emma hadn't been able to run very far. She wasn't sure how well she'd do now, but she knew she felt stronger than she had. So when Mr. Watson blew his whistle, Emma started off with all of the other kids in her class. She was amazed to find that she was able to keep pace with them! What was even more amazing was that she kept pace with the class all the way around the track—twice! This was the first time that she had the endurance to make it all the way around the track, and Emma was very proud of herself.

When class was over, Mr. Watson told Emma, "I'm so impressed with your performance today! You've run better and farther today than I've ever seen you go."

Emma thanked Mr. Watson and said, "Actually, it was your suggestion. You were the one who suggested joining a gym. My family joined The New You, and I'm really glad we did."



NAME: _____ DATE: _____

DIRECTIONS

Read "Shape Up!" and then answer the questions.

1. Why does Emma begin to feel less tired after her workouts?

- (A) She doesn't like to exercise.
 (B) Her muscles are getting stronger.
 (C) She never goes to the gym.
 (D) Mr. Watson asks the students to run around the track.

2. What is a good prediction for what will happen in Emma's next class?

- (A) She will run at least as far as her classmates.
 (B) She will not be able to keep up with her class.
 (C) She will decide not to run.
 (D) She will tell Mr. Watson she is afraid to run.

3. What is a good reason to read this text?

- (A) to find out how to lose weight
 (B) to learn new exercises
 (C) to enjoy the story of a girl who made an inspiring change
 (D) to learn how to join The New You

4. Which is most likely the opinion of the author?

- (A) People cannot get in shape.
 (B) Gyms do not help people get strong.
 (C) Exercise is a bad idea.
 (D) Exercise is a good idea.

5. How does Emma likely feel after she runs around the track twice?

- (A) afraid
 (B) upset
 (C) proud
 (D) confused

6. How would Emma's parents likely feel now that she can keep up with her classmates?

- (A) frightened
 (B) bored
 (C) happy and proud
 (D) unsure

7. Which lesson does Emma learn in this text?

- (A) Mr. Watson doesn't think she can run well.
 (B) She will never be able to go around the track.
 (C) Gyms are very scary places.
 (D) Exercise makes you stronger.

8. People who like this story might also enjoy what kind of text?

- (A) mystery stories
 (B) fitness magazines
 (C) cookbooks
 (D) science magazines

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

___ / 8

Total

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Have you ever wondered about where we get our food? All living things require energy to survive. They receive that energy from food. All living things depend on one another for food. Some living things are *producers*. Producers are living things that make their own food; they do not need to find food. Flowers, trees, and other plants are producers. They get energy from sunlight and use that energy to make their own food. Producers are extremely important. They are the only living things that can create their own food. All other living things depend on them for nourishment. That is why we must take good care of our forests, grasslands, and plants; without them, we could not survive.

1. What is this text about?

- (A) sunlight
 (B) habitats
 (C) the environment
 (D) producers

2. How do flowers, trees, and other plants make their food?

- (A) They get their food from other plants.
 (B) They must find food.
 (C) They use energy from sunlight.
 (D) They use air to make food.

3. Which word is defined as a living thing that makes its own food?

- (A) energy
 (B) a producer
 (C) sunlight
 (D) a living thing

4. Which is a synonym for *depend*?

- (A) rely
 (B) avoid
 (C) bake
 (D) make

5. Which word describes the tone of this text?

- (A) factual
 (B) angry
 (C) funny
 (D) persuasive

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total

Most living things cannot make their own food; they have to forage for food instead. Living things that must find food are called *consumers*. *Consume* is another word for *eat*. Some consumers eat only plants—they are called *herbivores*. Deer are herbivores, and so are cows and horses. Other consumers eat only animals—they are called *carnivores*. Lions are carnivores, and so are sharks, eagles, and hawks. Eagles and hawks eat snakes and insects. They also eat small animals. Some consumers eat plants and animals. They are called *omnivores*. Many people are omnivores because they eat meat as well as fruits and vegetables. Humans are not the only omnivores. Bears are omnivores, too. So are apes and monkeys.

1. What is the text about?

- (A) consumers
- (B) apes
- (C) deer
- (D) plants

2. What does a *carnivore* eat?

- (A) both meat and plants
- (B) only plants
- (C) only meat
- (D) nothing

3. Which word has the same root word as *consumers*?

- (A) summers
- (B) consumption
- (C) consent
- (D) resume

4. What is a living thing that eats only plants called?

- (A) an eagle
- (B) an omnivore
- (C) a carnivore
- (D) a herbivore

5. Which phrase compares two objects?

- (A) *not the only*
- (B) *and so are*
- (C) *cannot make*
- (D) *another word*

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Every living thing dies. After a living thing dies, what happens to it? It *decomposes*, or breaks down. But it cannot do that alone. We need decomposers to break down living things after they die. *Decomposers* break down dead material and use some of it for food. They turn the rest of the dead material into nutrients. Then, those nutrients become part of the soil. That is how trees, flowers, and other plants get nutrients. Flies are decomposers; so are worms and many kinds of insects. Bacteria are decomposers, too, and so are fungi. All of them break down dead material and turn it into nutrients that trees, flowers, and other plants can use. Decomposers such as flies and worms are not very big. But they are very important. Just imagine what the world would be like without them!

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total**1.** What is the topic of the text?

- (A) nutrients
 (B) decomposers
 (C) bacteria
 (D) flowers

2. Why do we need decomposers?

- (A) They break down dead material and make nutrients.
 (B) They are smaller than other living things.
 (C) They eat insects.
 (D) They are much larger than other living things.

3. How many predicates are in the following sentence: *Decomposers break down dead material and use some of it for food.*

- (A) three
 (B) one
 (C) none
 (D) two

4. Which word means *to break down*?

- (A) bacteria
 (B) nutrient
 (C) decompose
 (D) imagine

5. Which word is plural?

- (A) decomposes
 (B) dies
 (C) fungi
 (D) happens

NAME: _____ DATE: _____

WE ARE ALL CONNECTED

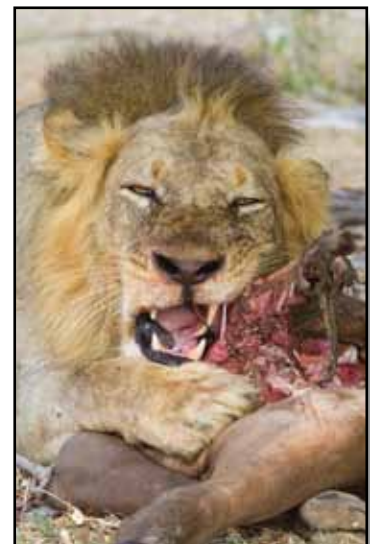
What do you have in common with an oak tree? Humans and oak trees are both important parts of the food web. Every living thing is part of this web of life, and every living thing depends on other living things in the web. Producers, consumers, and decomposers work together. They need each other.

Producers need decomposers. For example, a tree is a producer. A worm is a decomposer. When worms break down dead material, they create nutrients. They add those nutrients to the soil. The tree then uses the nutrients in that soil to create food. Producers also need consumers. When a consumer such as a lion dies, it leaves dead material behind. That dead material becomes nutrients that trees use.

Consumers need producers. Zebras are consumers. Plants are producers. Zebras eat plants. Lions are consumers, too. They eat zebras. Without the plants, there would be no zebras, so lions need plants, too. Consumers also need decomposers. Worms and insects are decomposers. Without worms and insects, there would be no nutrients in the soil. Trees and other plants could not grow, so zebras would have nothing to eat. Without zebras and other smaller animals, lions could not eat.

Decomposers need producers and consumers. Decomposers need dead material that they can use for food. They get that dead material from producers and consumers that have died. When a tree or a zebra dies, decomposers such as worms use that dead material. They use some of it for food. They turn the rest into nutrients.

If you took away all of the decomposers, there would be no nutrients. So there would be no producers. That would mean that consumers would have nothing to eat. If you took away all of the producers, there would not be food for the consumers to eat. And if you took away all the consumers, there would not be dead material to make nutrients. Every part of the food web is important.



NAME: _____ DATE: _____

DIRECTIONS

Read "We Are All Connected" and then answer the questions.

1. Which happens first?

- (A) The zebra eats the plant.
- (B) The zebra dies.
- (C) A plant grows.
- (D) A worm decomposes the zebra.

2. This text is an example of which text structure?

- (A) chronological order
- (B) argument and support
- (C) cause-and-effect
- (D) compare and contrast

3. Which purpose for reading is most appropriate for this text?

- (A) I want to know why spiders weave webs.
- (B) I want to know how living things are connected and work together.
- (C) I want to learn how zebras and lions are similar and different.
- (D) I want to know why trees are green.

4. Which statement is true?

- (A) Humans are nutrients.
- (B) Humans are decomposers.
- (C) Humans are producers.
- (D) Humans are consumers.

5. Which would a decomposer likely want to eat?

- (A) a dead tree
- (B) a living flower
- (C) a rock
- (D) a piece of paper

6. Imagine that there were no zebras. What do you think would happen?

- (A) There would be more lions.
- (B) There would not be as many lions.
- (C) There would be more zebras.
- (D) There would be no more trees.

7. What happens without decomposers?

- (A) dead material is broken down
- (B) lions eat trees
- (C) more trees grow
- (D) trees cannot grow

8. Which is true about producers?

- (A) They make their own food.
- (B) They break down material into nutrients.
- (C) They eat consumers.
- (D) They are not important.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

___ / 8

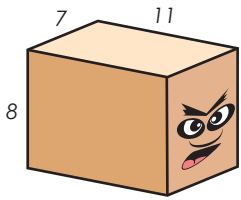
Total

Determine the winner of each boxing match by finding the surface area of each box. The box with the larger surface area is the winner. Write the surface area under each box. All measurements are given in inches. Be sure to show your work.

Remember:

Surface area = $2 \times [(length \times width) + (length \times height) + (height \times width)]$

BOXING 1 MATCH



442 sq. in

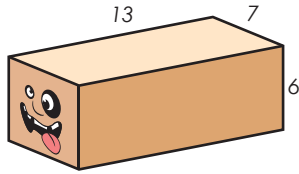
$L \times W = 77$

$L \times H = 88$

$H \times W = 56$

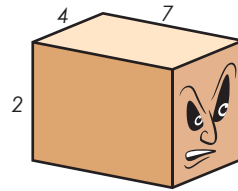
221

$221 \times 2 = 442$

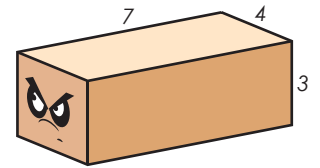


_____ sq. in

BOXING 2 MATCH

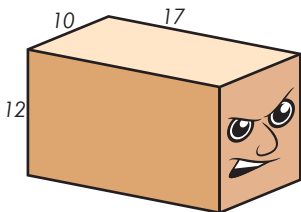


_____ sq. in

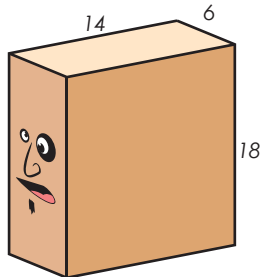


_____ sq. in

BOXING 3 MATCH

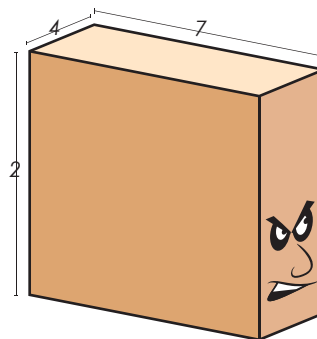


_____ sq. in

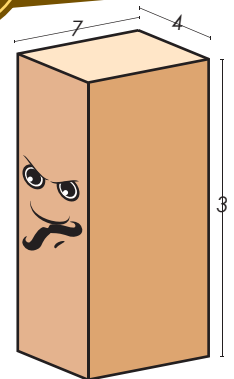


_____ sq. in

BOXING 4 MATCH



_____ sq. in



_____ sq. in

Algebra Action!

Value of The Expression

A variable represents the unknown number in the expression or equation.
For example, $4 \times t = 12$. The letter "t" represents the number which multiplies by 4 to equal 12.

An expression in math is a sentence containing numbers and the operations. Below are examples of expressions:

$2 + 3$

$17 - 16 + 2$

$\frac{2}{5}x$

6

$(3 \times 5) - (6 \times 2)$

$y - 20$

We can find the value of the expression $7 + y$ by placing the variable with the number.
For example: if $y = 5$

1. Put 5 in the place of y

$7 + y$

$7 + 5$

2. Calculate it

$7 + 5 = 12$

Find the value of the expressions below. Show your work.

$17 - h$

If $h = 4$

$4 + y + 7$

If $y = 8$

$(12 - b) + 5$

If $b = 3$

$(5 \times m) + 1$

If $m = 6$

$(4 \times p) \times 2$

If $p = 10$

$20 + (6 \times w)$

If $w = 3$



Find The Missing *Numerator* or *Denominator*

You can multiply a fraction with a fraction by multiplying the numerator with the numerator and the denominator with the denominator.

Example: $\frac{1}{2} \times \frac{6}{4}$ ← *numerator*
 ← *denominator*

$$\frac{1}{2} \times \frac{6}{4} = \frac{1 \times 6}{2 \times 4} = \frac{6}{8}$$

Write down the missing numerators or denominators in the multiplication equations below.

$$\frac{1}{2} \times \frac{1}{4} = \frac{1}{\square}$$

$$\frac{1}{5} \times \frac{3}{7} = \frac{3}{\square}$$

$$\frac{1}{2} \times \frac{3}{2} = \frac{\square}{4}$$

$$\frac{8}{9} \times \frac{5}{6} = \frac{\square}{54}$$

$$\frac{\square}{3} \times \frac{1}{5} = \frac{7}{15}$$

$$\frac{\square}{2} \times \frac{7}{8} = \frac{14}{16}$$

$$\frac{6}{9} \times \frac{2}{\square} = \frac{12}{36}$$

$$\frac{5}{6} \times \frac{8}{\square} = \frac{40}{60}$$

Challenge

$$\frac{\square}{4} \times \frac{3}{\square} = \frac{15}{16}$$

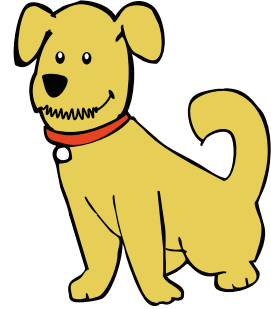
$$\frac{\square}{5} \times \frac{4}{\square} = \frac{28}{25}$$



It All Adds Up!

Let's put all your consumer math skills to the test!

Each month, Susie stocks up on pet supplies for her dog, Barksalot. See if you can calculate Susie's monthly expenses for June, July, August, and September. Keep your work organized in the space below each problem.



1. In June, Susie buys a dozen cans of Dog's Dinner dog food at \$1.89 per can. She also buys two bags of 'Dem Bones dental chews that each cost \$12.69, and a new toy for \$10.25. She pays sales tax at a rate of 7.25%. What is her total cost for the month of June?

2. In July, the weather is especially hot, so Susie buys a doggie sprinkler toy for \$39.95. Barksalot also needs a new collar. The collar costs \$8.00. She buys another dozen cans of Dog's Dinner dog food, as well as a new bottle of flea shampoo for \$9.99. No prices have changed since June, and the sales tax remains the same. What is the total amount of her expenses in July?

3. In August, Barksalot needs a haircut. A trip for Barksalot to go to Perfect Pet's doggie day spa costs Susie \$79.50. Susie also decides to treat her pooch to a big, tasty bone for \$10.50. She buys another dozen cans of Dog's Dinner dog food, only this month, the cans are on sale for 20 percent off the regular price of \$1.89 per can. Given that the sales tax rate has stayed the same, how much does Susie spend on pet expenses in August?

4. In September, it's time for Barksalot to get his annual checkup at the vet. Barksalot needs to get his teeth brushed for \$50, a rabies booster vaccination for \$49, and an anti-flea treatment for \$18. Susie has a coupon that gives her a discount of 15 percent off the vaccination. There's no sales tax. What will be the total bill for Barksalot's visit to the vet?

FORMULAS FOR THE CIRCLE

There are five major measurements for a circle. If we know some of them they can be used to find the others. The measurements are:

Area (A) The space that is inside a circle

Circumference (C) The distance around a circle

Diameter (d) The length of a straight line going through the center of a circle

Radius (r) Half the diameter

Pi (π) The ratio of the circle's circumference to its diameter. It is the same number for all circles. It is an irrational number, meaning the decimals go on infinitely. It can be rounded to 3.14.

The main formulas for finding a circle's measurements are:

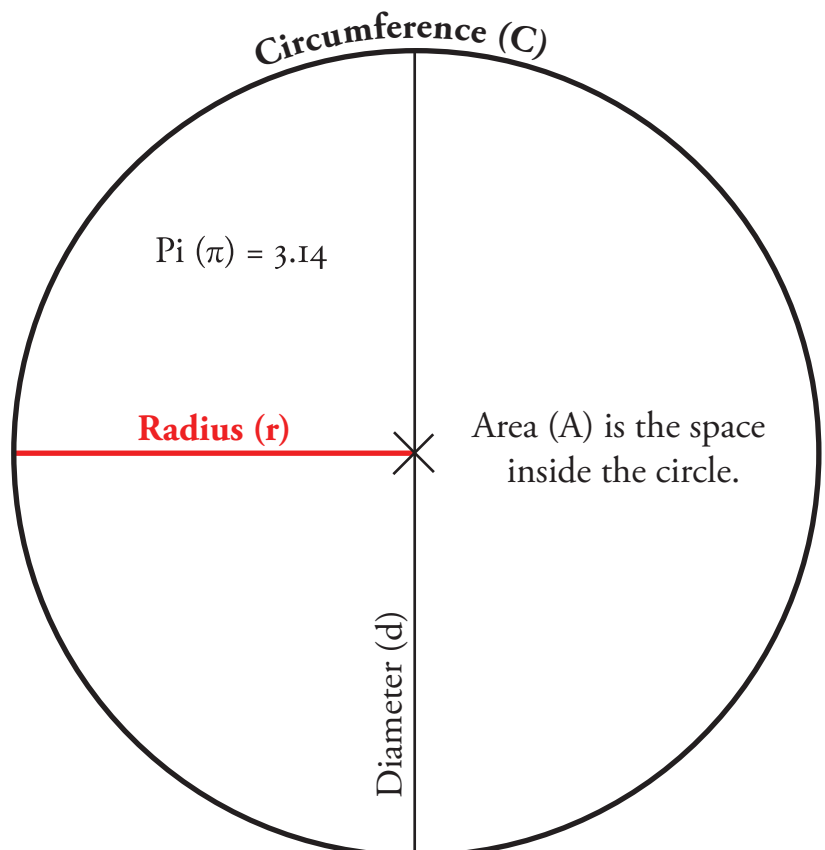
$$A = \pi r^2$$

$$C = \pi d \quad \text{or} \quad C = 2\pi r$$

$$d = 2r \quad \text{or} \quad d = C/\pi$$

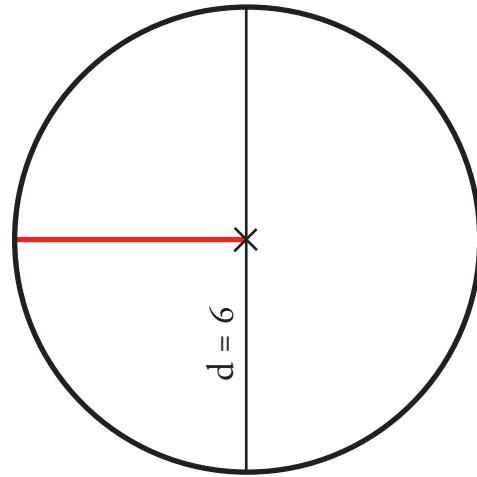
$$r = d/2 \quad \text{or} \quad r = \sqrt{A/\pi}$$

$$\pi = C/d = 3.14\dots$$

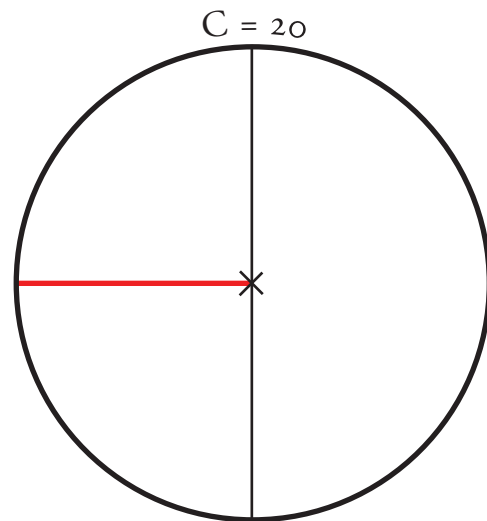


PROBLEMS

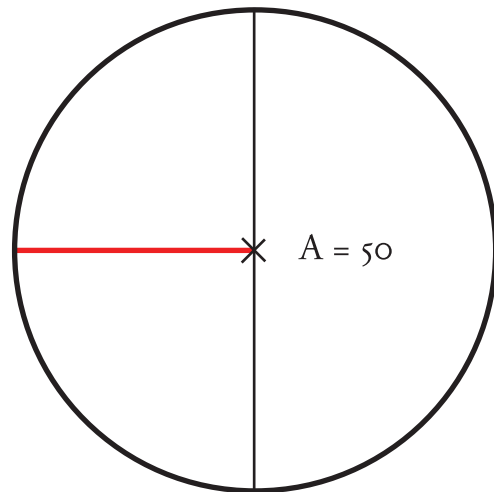
Find the radius, circumference and area of this circle. Round your answers to the nearest hundredth.



Find the radius, diameter and area of this circle. Round your answers to the nearest hundredth.



Find the radius, diameter and circumference of this circle. Round your answers to the nearest hundredth.



Algebraic Expressions

Simplify the following expressions.

1.) $5a + 6a =$

2.) $3a + a =$

3.) $8a - 3a =$

4.) $10a - 2a =$

5.) $9a + 4a =$

6.) $11a - 7a =$

7.) $4b + 3b =$

8.) $12b - 6b =$

9.) $5b + 9b =$

Complete the following expressions.

1.) $12 \times 3 - 5 + 4 =$

2.) $4 + 7 \times 2 - 8 =$

3.) $5 - 7 + 2 \times 10 =$

4.) $15 \div 3 + 8 \times 5 =$

5.) $11 \times 3 - 12 \div 4 =$

6.) $5 + 9 - 16 \div 2 =$

Combine like terms to simplify the following expressions.

1.) $3a(a + 4) - 2a + 7 =$

2.) $5a + 3a - 15 \div 3 =$

3.) $4(3 + 9) + 10a - 4a =$

4.) $(21 \div 7)(4a + a) - 12 =$

5.) $17 + 4(3 + a) - a =$

6.) $10a - 4a + 27 \div 3 =$

Delicious Decimals

round and compare



Use the greater than, less than, and equal to symbols ($>$, $<$, $=$) to compare each set of decimals.

1. $21.070 \boxed{=} 21.07$

2. $784.15 \boxed{} 13.064$

3. $4.863 \boxed{} 238.479$

4. $32.4 \boxed{} 32.41$

5. $0.002 \boxed{} .001$

6. $34.578 \boxed{} 46.2$



Round each decimal to the given place.

1. round 782.164 to the nearest tenth

782.2

2. round 3.004 to the nearest whole number

3. round 943.492 to the nearest tenth

4. round 1.209 to the nearest hundredth

5. round 40.489 to the nearest whole number

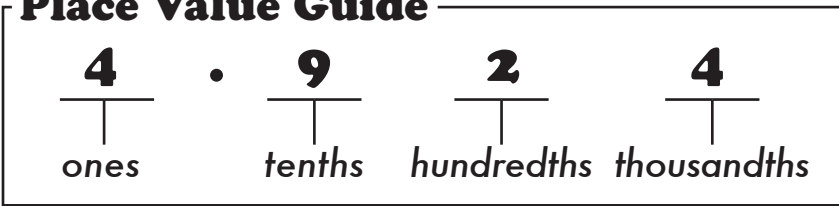




Rounding off to a decimal place is like giving a number a little trim. Round each decimal off to the place shown. Remember, if the number you are rounding off is 5 or more, round up. If it is 4 or less, round down.



Place Value Guide



Tenths

56.56321

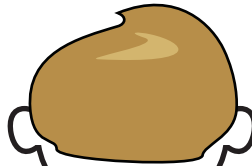


56.6

450.91365



18.59452

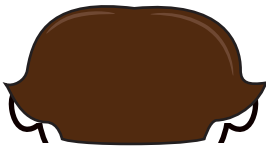


2.43125



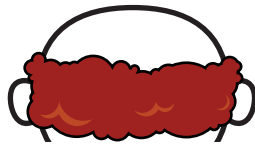
Hundredths

12.29531

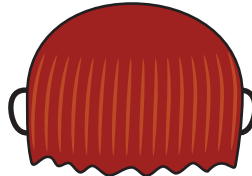


12.30

25.12546



82.98406



61.23995



Mixed

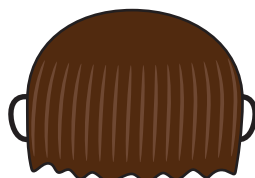
11.25631



11.3

Tenths

164.25981



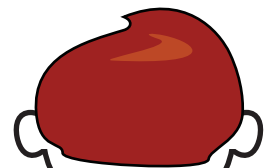
Hundredths

20.28315



Tenths

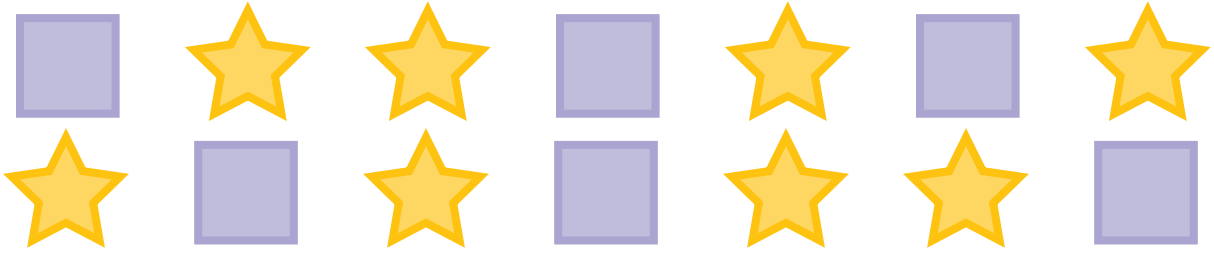
1.99529



Hundredths

Find the Ratios

A ratio is the comparison between two or more numbers.



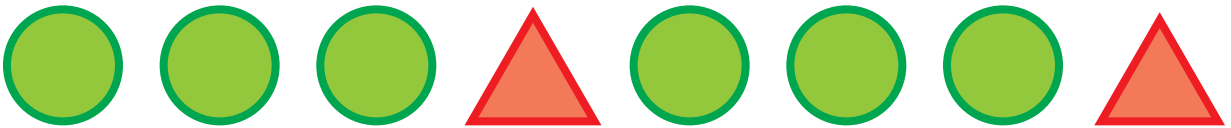
Look at the example above. There are six squares and eight stars, so the ratio of squares to stars are 6 to 8 or **6:8**. We are also able to say that the ratio of stars to squares is 8 to 6 or **8:6**.

We can simplify the ratio by finding the biggest common number and divide it by both numbers. The number of stars and squares is divisible by two. So **6:8 = 3:4**, and **8:6 = 4:3**.

Answer the questions below.

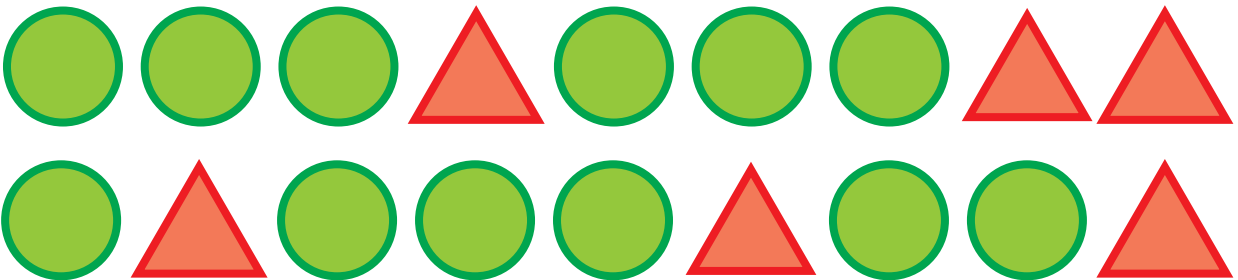


1) What is the ratio of stars to squares? ____ : ____



2) What is the ratio of circles to triangles? ____ : ____

3) What is the ratio of circles to triangles simplified? ____ : ____



4) What is the ratio of triangles to circles? ____ : ____

5) What is the ratio of triangles to circles simplified? ____ : ____

6) What is the ratio of circles to triangles simplified? ____ : ____

SKILLS PRACTICE

3

MIXED + IMPROPER FRACTIONS

For each of the following fractions, give them the appropriate label and rewrite them in the alternate form. Show your work.

$4\frac{5}{7}$ *Mixed* _____
 $7 \times 4 = 28$
 $28 + 5 = 33$
↓
 $\frac{33}{7}$

$\frac{21}{5}$ _____
○

$\frac{34}{5}$ _____
○

$8\frac{1}{6}$ _____
○

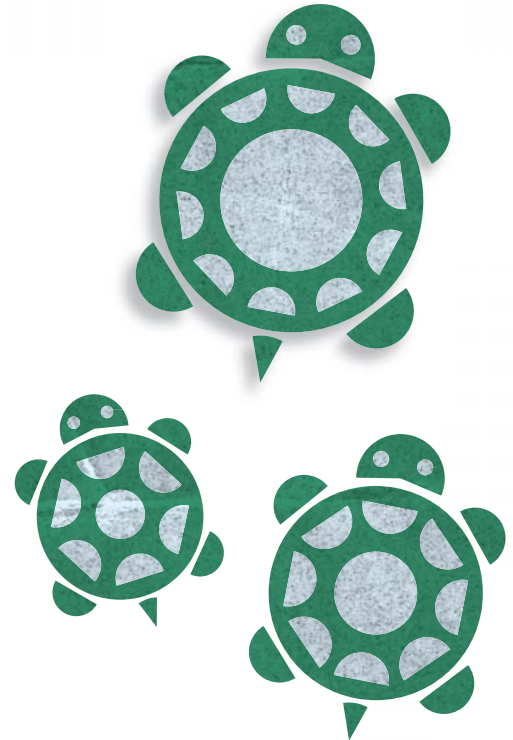
$6\frac{3}{5}$ _____
○

$8\frac{1}{2}$ _____
○

$6\frac{4}{7}$ _____
○

$\frac{32}{5}$ _____
○

$\frac{31}{4}$ _____
○

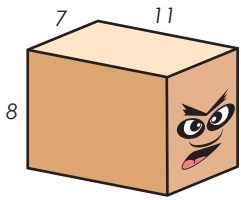


Determine the winner of each boxing match by finding the surface area of each box. The box with the larger surface area is the winner. Write the surface area under each box. All measurements are given in inches. Be sure to show your work.

Remember:

Surface area = $2 \times [(length \times width) + (length \times height) + (height \times width)]$

BOXING 1 MATCH



442 sq. in

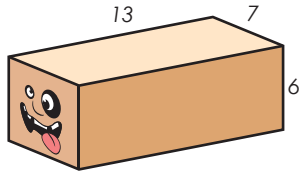
$L \times W = 77$

$L \times H = 88$

$H \times W = 56$

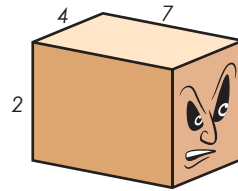
221

$221 \times 2 = 442$

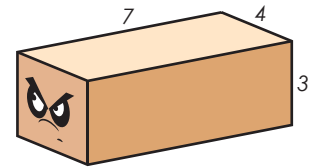


_____ sq. in

BOXING 2 MATCH

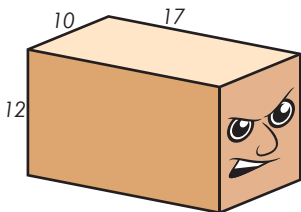


_____ sq. in

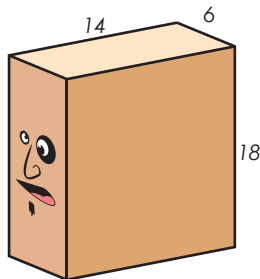


_____ sq. in

BOXING 3 MATCH

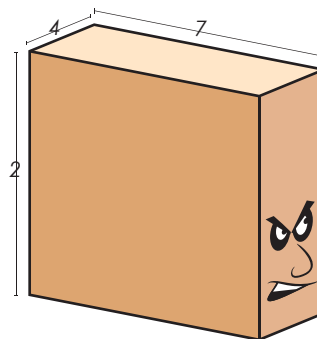


_____ sq. in

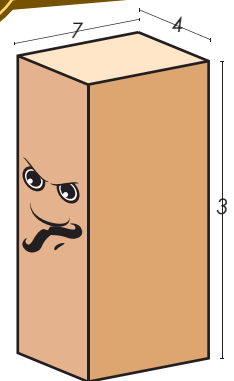


_____ sq. in

BOXING 4 MATCH



_____ sq. in



_____ sq. in

Algebra Action!

Value of The Expression

A variable represents the unknown number in the expression or equation.
For example, $4 \times t = 12$. The letter "t" represents the number which multiplies by 4 to equal 12.

An expression in math is a sentence containing numbers and the operations. Below are examples of expressions:

$2 + 3$

$17 - 16 + 2$

$\frac{2}{5}x$

6

$(3 \times 5) - (6 \times 2)$

$y - 20$

We can find the value of the expression $7 + y$ by placing the variable with the number.
For example: if $y = 5$

1. Put 5 in the place of y

$7 + y$

$7 + 5$

2. Calculate it

$7 + 5 = 12$

Find the value of the expressions below. Show your work.

$17 - h$

If $h = 4$

$4 + y + 7$

If $y = 8$

$(12 - b) + 5$

If $b = 3$

$(5 \times m) + 1$

If $m = 6$

$(4 \times p) \times 2$

If $p = 10$

$20 + (6 \times w)$

If $w = 3$



Find The Missing *Numerator* or *Denominator*

You can multiply a fraction with a fraction by multiplying the numerator with the numerator and the denominator with the denominator.

Example: $\frac{1}{2} \times \frac{6}{4}$ ← *numerator*
 ← *denominator*

$$\frac{1}{2} \times \frac{6}{4} = \frac{1 \times 6}{2 \times 4} = \frac{6}{8}$$

Write down the missing numerators or denominators in the multiplication equations below.

$$\frac{1}{2} \times \frac{1}{4} = \frac{1}{\square}$$

$$\frac{1}{5} \times \frac{3}{7} = \frac{3}{\square}$$

$$\frac{1}{2} \times \frac{3}{2} = \frac{\square}{4}$$

$$\frac{8}{9} \times \frac{5}{6} = \frac{\square}{54}$$

$$\frac{\square}{3} \times \frac{1}{5} = \frac{7}{15}$$

$$\frac{\square}{2} \times \frac{7}{8} = \frac{14}{16}$$

$$\frac{6}{9} \times \frac{2}{\square} = \frac{12}{36}$$

$$\frac{5}{6} \times \frac{8}{\square} = \frac{40}{60}$$

Challenge

$$\frac{\square}{4} \times \frac{3}{\square} = \frac{15}{16}$$

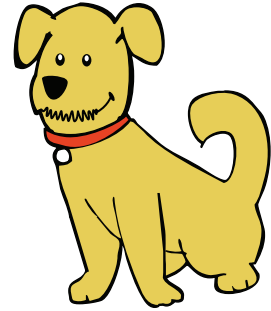
$$\frac{\square}{5} \times \frac{4}{\square} = \frac{28}{25}$$



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2. In July, the weather is especially hot, so Susie buys a doggie sprinkler toy for \$39.95. Barksalot also needs a new collar. The collar costs \$8.00. She buys another dozen cans of Dog's Dinner dog food, as well as a new bottle of flea shampoo for \$9.99. No prices have changed since June, and the sales tax remains the same. What is the total amount of her expenses in July?

3. In August, Barksalot needs a haircut. A trip for Barksalot to go to Perfect Pet's doggie day spa costs Susie \$79.50. Susie also decides to treat her pooch to a big, tasty bone for \$10.50. She buys another dozen cans of Dog's Dinner dog food, only this month, the cans are on sale for 20 percent off the regular price of \$1.89 per can. Given that the sales tax rate has stayed the same, how much does Susie spend on pet expenses in August?

4. In September, it's time for Barksalot to get his annual checkup at the vet. Barksalot needs to get his teeth brushed for \$50, a rabies booster vaccination for \$49, and an anti-flea treatment for \$18. Susie has a coupon that gives her a discount of 15 percent off the vaccination. There's no sales tax. What will be the total bill for Barksalot's visit to the vet?

FORMULAS FOR THE CIRCLE

There are five major measurements for a circle. If we know some of them they can be used to find the others. The measurements are:

Area (A) The space that is inside a circle

Circumference (C) The distance around a circle

Diameter (d) The length of a straight line going through the center of a circle

Radius (r) Half the diameter

Pi (π) The ratio of the circle's circumference to its diameter. It is the same number for all circles. It is an irrational number, meaning the decimals go on infinitely. It can be rounded to 3.14.

The main formulas for finding a circle's measurements are:

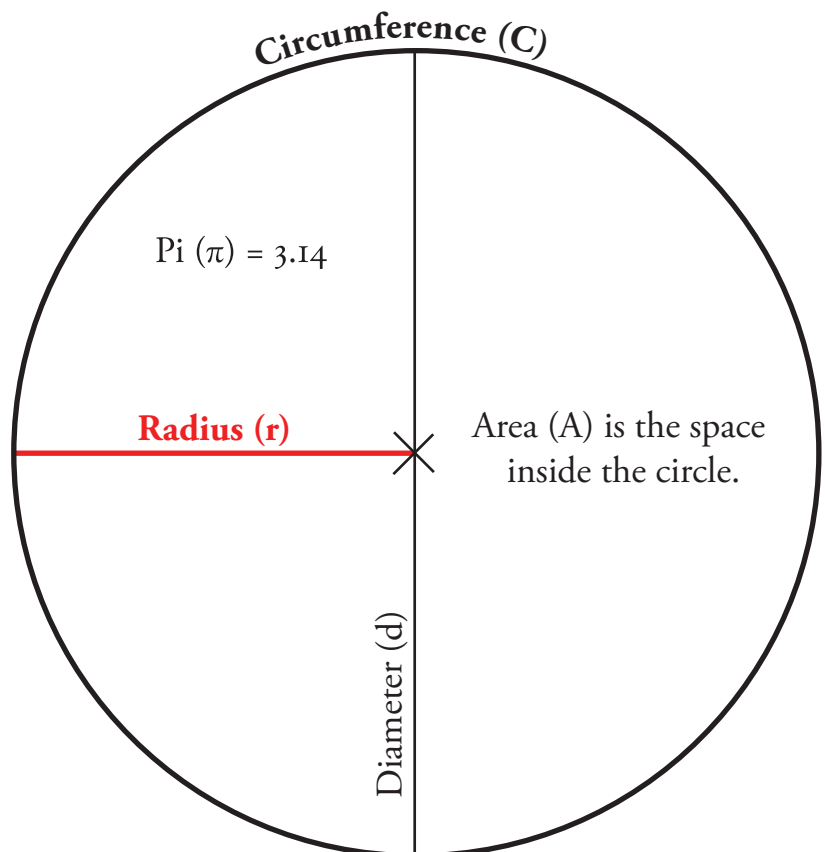
$$A = \pi r^2$$

$$C = \pi d \quad \text{or} \quad C = 2\pi r$$

$$d = 2r \quad \text{or} \quad d = C/\pi$$

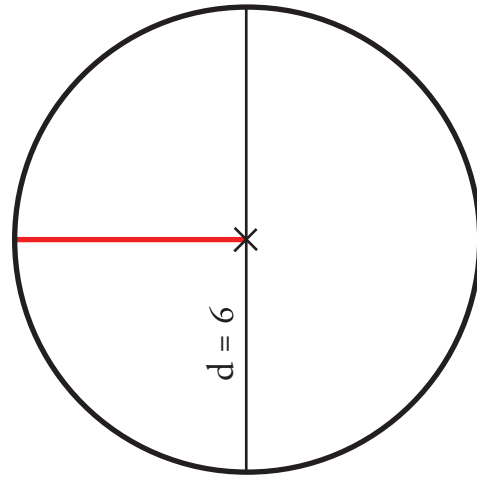
$$r = d/2 \quad \text{or} \quad r = \sqrt{A/\pi}$$

$$\pi = C/d = 3.14\dots$$

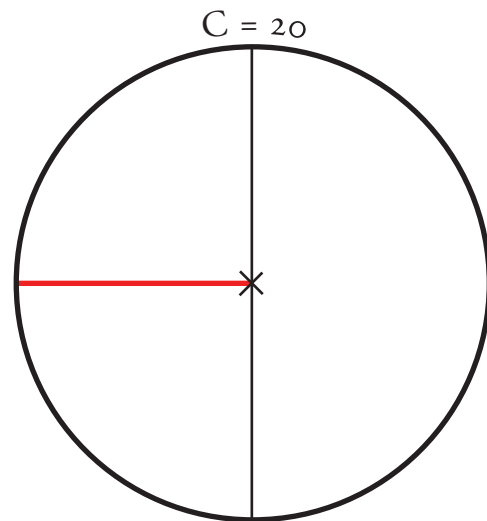


PROBLEMS

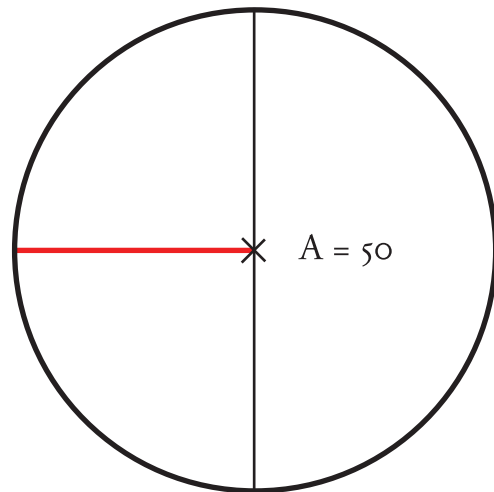
Find the radius, circumference and area of this circle. Round your answers to the nearest hundredth.



Find the radius, diameter and area of this circle. Round your answers to the nearest hundredth.



Find the radius, diameter and circumference of this circle. Round your answers to the nearest hundredth.



Algebraic Expressions

Simplify the following expressions.

1.) $5a + 6a =$

2.) $3a + a =$

3.) $8a - 3a =$

4.) $10a - 2a =$

5.) $9a + 4a =$

6.) $11a - 7a =$

7.) $4b + 3b =$

8.) $12b - 6b =$

9.) $5b + 9b =$

Complete the following expressions.

1.) $12 \times 3 - 5 + 4 =$

2.) $4 + 7 \times 2 - 8 =$

3.) $5 - 7 + 2 \times 10 =$

4.) $15 \div 3 + 8 \times 5 =$

5.) $11 \times 3 - 12 \div 4 =$

6.) $5 + 9 - 16 \div 2 =$

Combine like terms to simplify the following expressions.

1.) $3a(a + 4) - 2a + 7 =$

2.) $5a + 3a - 15 \div 3 =$

3.) $4(3 + 9) + 10a - 4a =$

4.) $(21 \div 7)(4a + a) - 12 =$

5.) $17 + 4(3 + a) - a =$

6.) $10a - 4a + 27 \div 3 =$

Delicious Decimals

round and compare



Use the greater than, less than, and equal to symbols ($>$, $<$, $=$) to compare each set of decimals.

1. $21.070 \boxed{=} 21.07$

2. $784.15 \boxed{} 13.064$

3. $4.863 \boxed{} 238.479$

4. $32.4 \boxed{} 32.41$

5. $0.002 \boxed{} .001$

6. $34.578 \boxed{} 46.2$



Round each decimal to the given place.

1. round 782.164 to the nearest tenth

782.2

2. round 3.004 to the nearest whole number

3. round 943.492 to the nearest tenth

4. round 1.209 to the nearest hundredth

5. round 40.489 to the nearest whole number

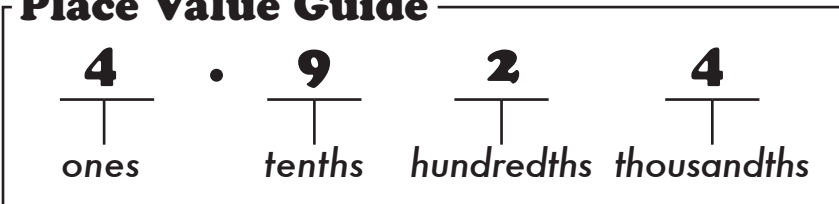




Rounding off to a decimal place is like giving a number a little trim. Round each decimal off to the place shown. Remember, if the number you are rounding off is 5 or more, round up. If it is 4 or less, round down.



Place Value Guide



Tenths

56.56321



56.6

450.91365



18.59452

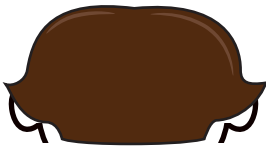


2.43125



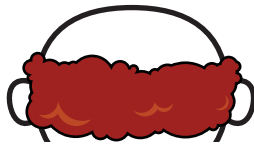
Hundredths

12.29531

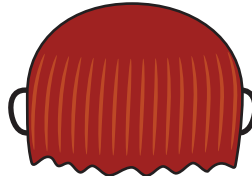


12.30

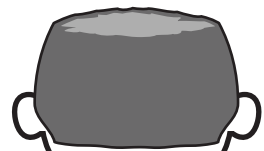
25.12546



82.98406



61.23995



Mixed

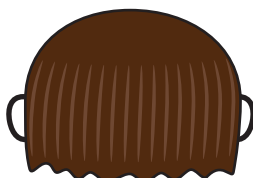
11.25631



11.3

Tenths

164.25981



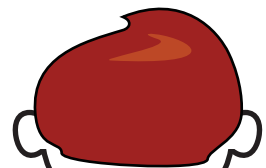
Hundredths

20.28315



Tenths

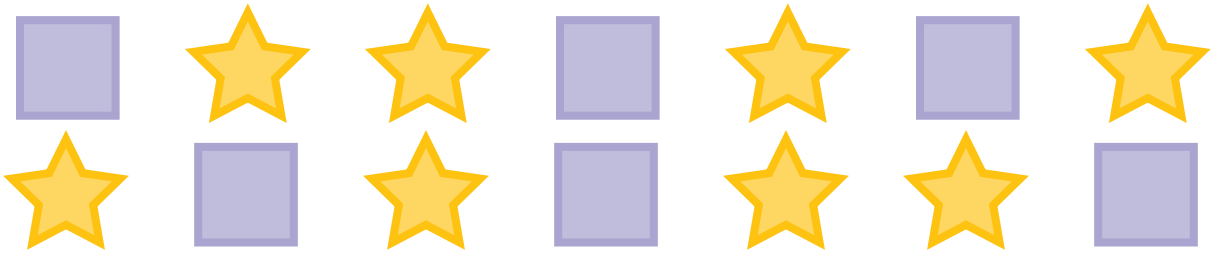
1.99529



Hundredths

Find the Ratios

A ratio is the comparison between two or more numbers.



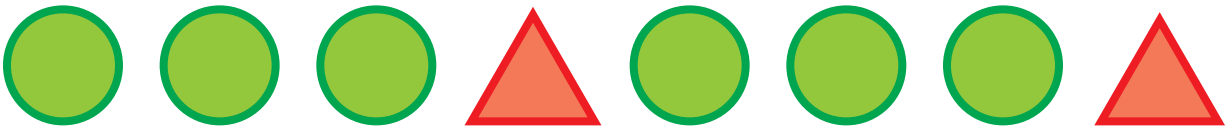
Look at the example above. There are six squares and eight stars, so the ratio of squares to stars are 6 to 8 or **6:8**. We are also able to say that the ratio of stars to squares is 8 to 6 or **8:6**.

We can simplify the ratio by finding the biggest common number and divide it by both numbers. The number of stars and squares is divisible by two. So **6:8 = 3:4**, and **8:6 = 4:3**.

Answer the questions below.

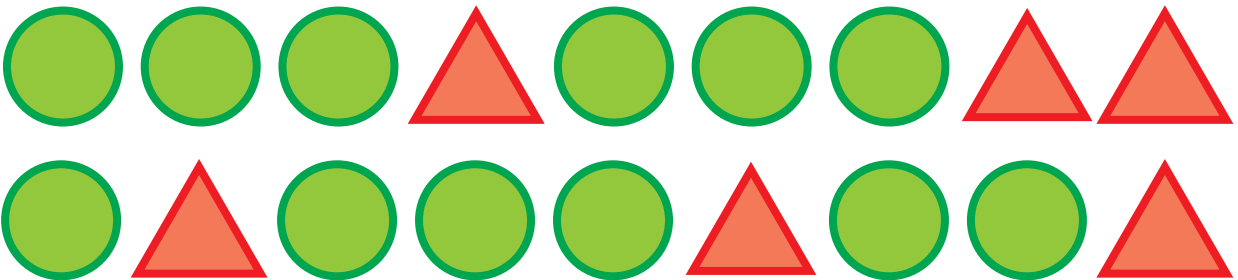


1) What is the ratio of stars to squares? ____ : ____



2) What is the ratio of circles to triangles? ____ : ____

3) What is the ratio of circles to triangles simplified? ____ : ____



4) What is the ratio of triangles to circles? ____ : ____

5) What is the ratio of triangles to circles simplified? ____ : ____

6) What is the ratio of circles to triangles simplified? ____ : ____

SKILLS PRACTICE

3

MIXED + IMPROPER FRACTIONS

For each of the following fractions, give them the appropriate label and rewrite them in the alternate form. Show your work.

$4\frac{5}{7}$ *Mixed* _____
 $7 \times 4 = 28$
 $28 + 5 = 33$
↓
 $\frac{33}{7}$

$\frac{21}{5}$ _____
○

$\frac{34}{5}$ _____
○

$8\frac{1}{6}$ _____
○

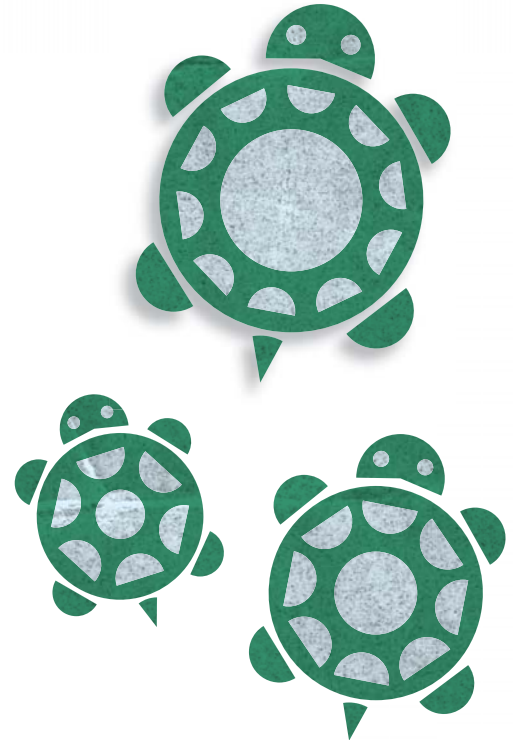
$6\frac{3}{5}$ _____
○

$8\frac{1}{2}$ _____
○

$6\frac{4}{7}$ _____
○

$\frac{32}{5}$ _____
○

$\frac{31}{4}$ _____
○



Name: _____

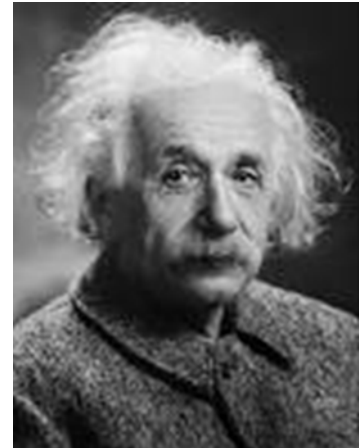
Date: _____

Reading Comprehension Worksheet

Albert Einstein

Read the passage. Then answer the questions.

Albert Einstein was born on March 14, 1879 in Ulm, Germany, his father was an electrical engineer, and his mother was a musician. She taught him to music. He didn't speak until he was two years old. When he was six, his father gave him a compass. He was fascinated by the way the needle always pointed north. This experience helped to create a great curiosity in him. He attended a high school called Luitpold Gymnasium Munich. After a year in Italy he went to Zurich, Switzerland. He took a job at the Swiss Patent Office, examining patents for people's inventions. The year 1905 was an exceptional year for Einstein. In that year he published three outstanding papers.



1. He outlined his photoelectric law in which he discussed the behavior of light. In 1921 he was awarded the Nobel Prize for this paper.
2. The second paper, which was his most famous, explored the relation of mass to energy.
3. The third paper was on the Special Theory of Relativity. He concluded the speed of light is always the same; 186,000 miles a second.

The Institute for Advanced Study in Princeton, New Jersey invited him to be their director. He spent the rest of his life in America. Einstein was married two times. He died at the age of 76. He developed the general theory of relativity, one of the two pillars of modern physics. Einstein's work is also known for its influence on the philosophy of science.

Answer each question.

1. What do you know about the early life of Albert Einstein?
2. Where did Einstein get a job?
3. Why was the year 1905 remarkable year for Einstein?
4. What was Einstein's major work?

Name: _____

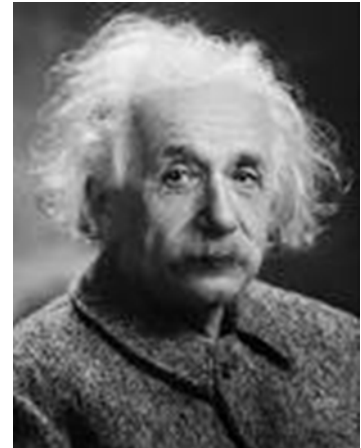
Date: _____

Grade 5 Reading Comprehension Worksheet

Albert Einstein

Read the passage. Then answer the questions.

Albert Einstein was born on March 14, 1879 in Ulm, Germany, his father was an electrical engineer, and his mother was a musician. She taught him to music. He didn't speak until he was two years old. When he was six, his father gave him a compass. He was fascinated by the way the needle always pointed north. This experience helped to create a great curiosity in him. He attended a high school called Luitpold Gymnasium Munich. After a year in Italy he went to Zurich, Switzerland. He took a job at the Swiss Patent Office, examining patents for people's inventions. The year 1905 was an exceptional year for Einstein. In that year he published three outstanding papers.



1. He outlined his photoelectric law in which he discussed the behavior of light. In 1921 he was awarded the Nobel Prize for this paper.
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The Institute for Advanced Study in Princeton, New Jersey invited him to be their director. He spent the rest of his life in America. Einstein was married two times. He died at the age of 76. He developed the general theory of relativity, one of the two pillars of modern physics. Einstein's work is also known for its influence on the philosophy of science.

Answer each question.

1. What do you know about the early life of Albert Einstein?

Albert Einstein was born on March 14, 1879 in Ulm, Germany, his father was an electrical engineer, and his mother was a musician. She taught him to music. He didn't speak until he was two years old. When he was six, his

father gave him a compass. He was greatly fascinated by it. He attended a high school called Luitpold Gymnasium Munich. After a year in Italy he went to Zurich, Switzerland.

2. Where did Einstein job?

He took a job at the Swiss Patent Office, examining patents for people's inventions.

3. Why the year 1905 was a remarkable year for Einstein?

In the year 1905 he published three outstanding papers.

1. He outlined his photoelectric law in which he discussed the behavior of light.
2. The second paper, which was his most famous, explored the relation of mass to energy.
3. The third paper was on the Special Theory of Relativity.

4. What was Einstein's major work?

He developed the general theory of relativity, one of the two pillars of modern physics. Einstein's work is also known for its influence on the philosophy of science.

Name: _____

Date: _____

Reading Comprehension Worksheet

Don't Sell the Farm

By Marie-Victorian

Read the story. Then answer the questions.

The cartload of oats moved along the track. Seated old Felix Delage and his son Basil, was driving the horse. As they turned the corner the father exclaimed: "Look, Basil; Francois Millette has sold his farm!" A Canadian was Felix Delage! His farm was one of the oldest and richest in the district. And now the folly of real estate speculation, having ravaged the island of Montreal one after another his neighbours had sold their farms. Basil and Joseph, on either side of their father, was talking over the autumn work. Suddenly a car came and stopped before the house. The two gentlemen got out. "Are you Mr. Felix Delage? I am Stevenson, real estate agent. I am told that your farm has not been sold and I have come in order to make you an offer." "My dear sir," replied Felix, I must tell you at once that my farm is not for sale as long as I am alive and my sons have their two arms." "Good. I'll give you twenty-five thousand cash." Stevenson said. "As for me," went on Felix, "My farm is worth more than all you offer me." "I'll give you thirty thousand. That's my final price, he said. Three years passed during which death visited the Delage fireside. First it was Joseph, the eldest son, who fell, slashed by the blades of a mowing-machine. And then it was Basil laid low with pneumonia. Old Delage had changed. In the house are heard the prattle of Alfred and Joseph, Basil's bereaved children. The Delage farm, for the first time lies untilled. There is but one solution, to put up the farm for sale, and to go away to the village of Longueuil. It is the morning of the final farewell, "Farm for Sale." Tears stream from Felix eyes, Alfred and Joseph in tears, too, and then Alfred says to him, "Grandad! "When we get older we want to work the farm like Daddy and you! Will you let us do that, Grandad? Don't sell the farm!" For a moment Felix stands dumbfounded. Then with firm steps he goes back to the house, seizes a pole and tears down the sign, Farm for Sale. On the Charnbly road not far from Longueuil there is an abandoned farm, which is not for sale!

Answer each question.

1. Who was Felix Delage?
2. What did Felix exclaim and why was he depressed?
3. Who came to their house?
4. What did Stevenson insist on and what did he offer to Felix?
5. How did his two sons die?
6. Does Felix Delage sell his farm? If not, why?

Name: _____

Date: _____

Grade 5 Reading Comprehension Worksheet

Don't Sell the Farm

By Marie-Victorian

Read the story. Then answer the questions.

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Answer each question.

1. Who was Felix Delage?
Felix Delage was a Canadian. He had two sons Joseph and Basil. His farm was one of the oldest and richest in the district and he loved his soil and his farm.
2. What did Felix exclaim and why did he depress?
Felix exclaimed when he saw that one of his friends Francois Millette had also sold his farm. He was depressed that the real estate speculation had ravaged the island of Montreal that all his neighbours had sold their farms.
3. Who did come to their house?
Stevenson a real estate agent came to their house to make them an offer.
4. What did Stevenson insist and what did he offer to Felix?
Stevenson insisted to Felix that he would sell his farm to him and for this he offered him twenty-five thousand but when Felix refused so, Stevenson increased it to thirty thousand.
5. How did his two sons die?
Felix eldest son, Joseph fell and slashed by the blades of a mowing-machine. And the other son Basil died with pneumonia.
6. Does Felix Delage sell his farm, if not why?
No, because his grandson Alfred says to him, "When we get older we want to work the farm like Daddy and you! Don't sell the farm!" Then Felix with firm steps goes back to the house, seizes a pole and tears down the sign, Farm for Sale.

SS5H8

People and Events from 1950–1975

DIRECTIONS: Read the quotes and then answer the questions that follow.

“You have a row of dominoes set up, you knock over the first one, and what will happen to the last one is the certainty that it will go over very quickly . . .”

Dwight Eisenhower

1. According to the domino theory, if one country in Southeast Asia fell to communism, the other countries in the area would also fall. This theory led the United States to enter what war?

- (A) World War II
- (B) Korean War
- (C) Vietnam War
- (D) Persian Gulf War

“Now let us say that we are not advocating [supporting] violence . . . The only weapon we have in our hands this evening is the weapon of protest.”

Martin Luther King, Jr.

2. Martin Luther King, Jr., encouraged his followers to _____.

- (F) use violence
- (G) obey laws even when the laws were unjust
- (H) fight back when attacked
- (J) use nonviolent protest

“In a land of great wealth, families must not live in hopeless poverty . . . In a great land of learning and scholars, young people must be taught to read and write.”

Lyndon B. Johnson

3. President Johnson called his social programs the _____.

- (A) New Deal
- (B) Square Deal
- (C) New Frontier
- (D) Great Society

DIRECTIONS: Choose the best answer.

4. What event in the 1960s brought the world close to nuclear war?

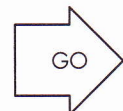
- (F) the Bay of Pigs invasion
- (G) construction of the Berlin Wall
- (H) the Cuban Missile Crisis
- (J) the Apollo project

5. What Supreme Court case in 1954 led to the desegregation of schools?

- (A) *Plessy v. Ferguson*
- (B) *Norris v. Alabama*
- (C) *Brown v. Board of Education*
- (D) *Sweatt v. Painter*

6. What agency was created after the Soviets launched the satellite *Sputnik*?

- (F) National Aeronautics and Space Administration
- (G) Central Intelligence Agency
- (H) Federal Bureau of Investigation
- (J) House Un-American Activities Committee



SS5G2

Factors Affecting Industrial Location in the United States

DIRECTIONS: Read the passage below and then choose the best answers.

The period from the end of the Civil War to 1900 was an era of unmatched economic growth in the United States. New methods in technology and business allowed the country to tap its rich supply of natural resources, increase its production, and raise the money needed for growth. The change from an agricultural economy to an industrial one was possible because the United States had the resources needed for a growing economy. Among these resources were what economists call the factors of production: land, labor, and capital.

The first factor of production, **land**, means not just the land itself but all natural resources. The second factor of production is **labor**. Large numbers of workers were needed to turn raw materials into goods. The third production factor, **capital**, is the buildings, machinery, and tools used in production. The term "capital" is also used to mean money available for investment.

The oil industry grew rapidly in the late 1800s, after oil was discovered in western Pennsylvania. Steel also became a huge business at this time. In the 1870s, large steel mills were built close to sources of iron ore in western Pennsylvania and eastern Ohio. Pittsburgh, Pennsylvania, became the steel capital of the United States. Cities located near the mines and close to waterways, like Cleveland, Chicago, Detroit, and Birmingham, Alabama, also became centers of steel production.

Some of the strongest industrial advances in the South were in the textile industry. Before the Civil War, Southern planters had shipped cotton to textile mills in the North or in Europe. In the 1880s, textile mills sprang up throughout the South. Many Northern mills began to close as companies built new plants in the South. A cheap and reliable workforce helped Southern industry grow. A railroad building boom also aided industrial growth in the South. Still, the South did not develop an industrial economy as strong as the North's. The South remained primarily agricultural.

1. The three factors of production are land, labor, and _____ .

- (A) natural resources
- (B) technology
- (C) industry
- (D) capital

2. What two industries developed in western Pennsylvania in the late 1800s?

- (F) oil and steel
- (G) oil and textile
- (H) steel and textile
- (J) textile and agriculture

3. What industry shifted from the North to the South in the late 1800s?

- (A) the oil industry
- (B) the steel industry
- (C) the textile industry
- (D) the agricultural industry

4. Besides the railroad building boom, what helped Southern industry grow?

- (F) the discovery of oil
- (G) the workforce in the South
- (H) a lack of agriculture in the South
- (J) a lack of industry in the North



SS5E1

Opportunity Costs

DIRECTIONS: Read the story and then answer the questions.

Jenny has \$20 to spend. She would like to have the latest Biggie Boys CD, which costs \$17. She'd also like to go out for pizza and a movie with her friends Maria and Chantel. She figures that would cost about \$15. Then again, her brother's birthday is next week. Jenny knows he's a fan of those Wally Wizard books. She could surprise him with the newest book for \$19.50. Of course, she really should repay her dad for that \$10 she borrowed a few days ago. And for just \$7.50, she could refill her secret supply of Choco-Nut bars she keeps hidden in her room. All the way home from school, Jenny thought and thought about what to do with that money.



Opportunity cost is the next best alternative that is given up when a choice is made.

- Suppose Jenny decides to repay the \$10 she borrowed from her dad. In that case, she will have to give up _____.
 - going out for pizza and a movie with her friends
 - refilling her secret supply of Choco-Nut bars
 - buying the Biggie Boys CD
 - both A and C
- After thinking it over, Jenny decides to rank her choices: her first choice is buying a Wally Wizard book for her brother, second is buying the Biggie Boys CD, third is repaying her dad, fourth is going out for pizza and a movie with her friends, and fifth is refilling her secret supply of Choco-Nut bars. Her opportunity cost is the item that is ranked second on her list. In this case, Jenny's opportunity cost is _____.
 - buying the Biggie Boys CD
 - repaying her dad and refilling her supply of Choco-Nut bars
 - buying the Wally Wizard book
 - all of the other choices are Jenny's opportunity cost
- Which of the following actions could Jenny take to get rid of her opportunity cost?
 - She could buy the Biggie Boys CD after all.
 - She could go out with her friends but buy their pizza for them.
 - She could put the money in the bank instead of spending it.
 - None of the above. In each case, Jenny is giving something up.
- Which of the following was an opportunity cost for the United States when the decision was made to enter World War II?
 - Automakers had to stop building cars to produce trucks and tanks.
 - Consumer goods, such as shoes, tires, and sugar, were needed for the war effort and had to be rationed.
 - Millions of American workers left their jobs and joined the armed forces.
 - all of the above



NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Have you ever wondered about where we get our food? All living things require energy to survive. They receive that energy from food. All living things depend on one another for food. Some living things are *producers*. Producers are living things that make their own food; they do not need to find food. Flowers, trees, and other plants are producers. They get energy from sunlight and use that energy to make their own food. Producers are extremely important. They are the only living things that can create their own food. All other living things depend on them for nourishment. That is why we must take good care of our forests, grasslands, and plants; without them, we could not survive.

1. What is this text about?

- (A) sunlight
- (B) habitats
- (C) the environment
- (D) producers

2. How do flowers, trees, and other plants make their food?

- (A) They get their food from other plants.
- (B) They must find food.
- (C) They use energy from sunlight.
- (D) They use air to make food.

3. Which word is defined as a living thing that makes its own food?

- (A) energy
- (B) a producer
- (C) sunlight
- (D) a living thing

4. Which is a synonym for *depend*?

- (A) rely
- (B) avoid
- (C) bake
- (D) make

5. Which word describes the tone of this text?

- (A) factual
- (B) angry
- (C) funny
- (D) persuasive

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total

Most living things cannot make their own food; they have to forage for food instead. Living things that must find food are called *consumers*. *Consume* is another word for *eat*. Some consumers eat only plants—they are called *herbivores*. Deer are herbivores, and so are cows and horses. Other consumers eat only animals—they are called *carnivores*. Lions are carnivores, and so are sharks, eagles, and hawks. Eagles and hawks eat snakes and insects. They also eat small animals. Some consumers eat plants and animals. They are called *omnivores*. Many people are omnivores because they eat meat as well as fruits and vegetables. Humans are not the only omnivores. Bears are omnivores, too. So are apes and monkeys.

1. What is the text about?

- (A) consumers
(B) apes
(C) deer
(D) plants

2. What does a *carnivore* eat?

- (A) both meat and plants
(B) only plants
(C) only meat
(D) nothing

3. Which word has the same root word as *consumers*?

- (A) summers
(B) consumption
(C) consent
(D) resume

4. What is a living thing that eats only plants called?

- (A) an eagle
(B) an omnivore
(C) a carnivore
(D) a herbivore

5. Which phrase compares two objects?

- (A) *not the only*
(B) *and so are*
(C) *cannot make*
(D) *another word*

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Every living thing dies. After a living thing dies, what happens to it? It *decomposes*, or breaks down. But it cannot do that alone. We need decomposers to break down living things after they die. *Decomposers* break down dead material and use some of it for food. They turn the rest of the dead material into nutrients. Then, those nutrients become part of the soil. That is how trees, flowers, and other plants get nutrients. Flies are decomposers; so are worms and many kinds of insects. Bacteria are decomposers, too, and so are fungi. All of them break down dead material and turn it into nutrients that trees, flowers, and other plants can use. Decomposers such as flies and worms are not very big. But they are very important. Just imagine what the world would be like without them!

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total**1.** What is the topic of the text?

- (A) nutrients
- (B) decomposers
- (C) bacteria
- (D) flowers

2. Why do we need decomposers?

- (A) They break down dead material and make nutrients.
- (B) They are smaller than other living things.
- (C) They eat insects.
- (D) They are much larger than other living things.

3. How many predicates are in the following sentence: *Decomposers break down dead material and use some of it for food.*

- (A) three
- (B) one
- (C) none
- (D) two

4. Which word means *to break down*?

- (A) bacteria
- (B) nutrient
- (C) decompose
- (D) imagine

5. Which word is plural?

- (A) decomposes
- (B) dies
- (C) fungi
- (D) happens

NAME: _____ DATE: _____

WE ARE ALL CONNECTED

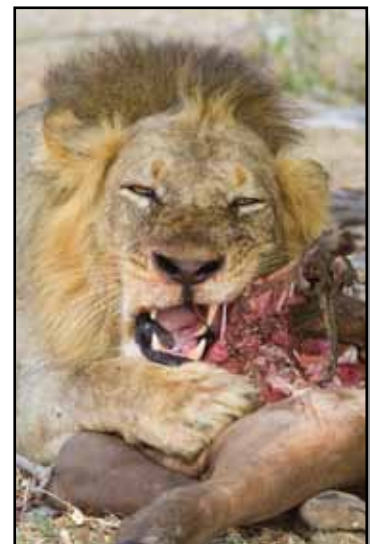
What do you have in common with an oak tree? Humans and oak trees are both important parts of the food web. Every living thing is part of this web of life, and every living thing depends on other living things in the web. Producers, consumers, and decomposers work together. They need each other.

Producers need decomposers. For example, a tree is a producer. A worm is a decomposer. When worms break down dead material, they create nutrients. They add those nutrients to the soil. The tree then uses the nutrients in that soil to create food. Producers also need consumers. When a consumer such as a lion dies, it leaves dead material behind. That dead material becomes nutrients that trees use.

Consumers need producers. Zebras are consumers. Plants are producers. Zebras eat plants. Lions are consumers, too. They eat zebras. Without the plants, there would be no zebras, so lions need plants, too. Consumers also need decomposers. Worms and insects are decomposers. Without worms and insects, there would be no nutrients in the soil. Trees and other plants could not grow, so zebras would have nothing to eat. Without zebras and other smaller animals, lions could not eat.

Decomposers need producers and consumers. Decomposers need dead material that they can use for food. They get that dead material from producers and consumers that have died. When a tree or a zebra dies, decomposers such as worms use that dead material. They use some of it for food. They turn the rest into nutrients.

If you took away all of the decomposers, there would be no nutrients. So there would be no producers. That would mean that consumers would have nothing to eat. If you took away all of the producers, there would not be food for the consumers to eat. And if you took away all the consumers, there would not be dead material to make nutrients. Every part of the food web is important.



NAME: _____ DATE: _____

DIRECTIONS

Read "We Are All Connected" and then answer the questions.

1. Which happens first?

- (A) The zebra eats the plant.
- (B) The zebra dies.
- (C) A plant grows.
- (D) A worm decomposes the zebra.

2. This text is an example of which text structure?

- (A) chronological order
- (B) argument and support
- (C) cause-and-effect
- (D) compare and contrast

3. Which purpose for reading is most appropriate for this text?

- (A) I want to know why spiders weave webs.
- (B) I want to know how living things are connected and work together.
- (C) I want to learn how zebras and lions are similar and different.
- (D) I want to know why trees are green.

4. Which statement is true?

- (A) Humans are nutrients.
- (B) Humans are decomposers.
- (C) Humans are producers.
- (D) Humans are consumers.

5. Which would a decomposer likely want to eat?

- (A) a dead tree
- (B) a living flower
- (C) a rock
- (D) a piece of paper

6. Imagine that there were no zebras. What do you think would happen?

- (A) There would be more lions.
- (B) There would not be as many lions.
- (C) There would be more zebras.
- (D) There would be no more trees.

7. What happens without decomposers?

- (A) dead material is broken down
- (B) lions eat trees
- (C) more trees grow
- (D) trees cannot grow

8. Which is true about producers?

- (A) They make their own food.
- (B) They break down material into nutrients.
- (C) They eat consumers.
- (D) They are not important.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

___ / 8

Total

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Emma found it extremely difficult to keep pace with everyone else in her gym class. Whenever the class ran around the track, she was always out of breath too quickly to finish. Emma decided that she was tired of always being last around the track, so when class was over, she talked to her gym teacher, Mr. Watson. "Mr. Watson," she began, "I'm really out of shape. I run out of breath so quickly that I can never manage to keep up. What do you think I'm doing wrong?"

Mr. Watson thought for a moment and then answered, "You're not doing anything wrong. You just need to build your endurance. If you exercise, you build your strength and you can run longer."

Emma decided then and there that she would ask her parents about joining a gym.

1. What is this text about?

- (A) The text is about a girl who hates gym class.
- (B) The text is about a girl who is trying to keep up in gym class.
- (C) The text is about a girl who is trying to quit gym class.
- (D) The text is about a girl who is trying to be a winner in gym class.

2. What does Mr. Watson think that Emma needs to do?

- (A) run faster
- (B) stop running
- (C) get to gym class earlier
- (D) build her endurance

3. Which word has the same root word as *manage*?

- (A) mangle
- (B) management
- (C) man
- (D) age

4. Which word means *the ability to last*?

- (A) pace
- (B) exercise
- (C) endurance
- (D) build

5. What does the phrase *keep pace with* mean?

- (A) keep up with
- (B) run
- (C) breathe
- (D) exercise

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5
Total

Emma wanted to get in good shape. She wanted to build her endurance and become stronger. So she asked her parents if the family could join a gym. Her mom and dad liked the idea; they wanted to get in shape too, and now was a good time. So the family began to research local gyms to decide which gym they wanted to join. The family visited three gyms. They took tours, they asked questions, and they looked at prices. Finally, they agreed and settled on a gym called The New You. It had all sorts of equipment. There were treadmills, bicycles, and weights, and there was a large swimming pool, too. Most importantly, there were skilled professionals there who could teach the family how to use the equipment safely. Emma and her family were sure they had made the right choice.

1. What is the text about?

- (A) Emma wants to get a haircut.
 (B) Emma wants to cut shapes.
 (C) Emma wants to exercise and be healthy.
 (D) Emma wants to clean up.

2. Which of these does the gym **not** have?

- (A) bathtubs
 (B) treadmills
 (C) weights
 (D) a swimming pool

3. Which word has the same root word as *skilled*?

- (A) killed
 (B) ill
 (C) skillful
 (D) kill

4. What is another phrase that means *settled on*?

- (A) sat down
 (B) ran on
 (C) decided on
 (D) moved to

5. What does the phrase *in good shape* mean?

- (A) shaped like a square
 (B) small and round
 (C) the right shape for something
 (D) healthy and strong

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Emma and her family had just joined The New You, a local gym. They were all looking forward to using the equipment and getting in shape. So they were excited about their first day at the gym. When they got there, they met Sandra, who would be their trainer. It was her job to show everyone the equipment and teach everyone to use it. Sandra introduced everyone to each machine. Then, she worked with the family to create a good exercise program for them. Emma tried the equipment that Sandra taught her to use, but within ten minutes, she was exhausted. "I don't know if I can do this!" she said.

"Don't worry," Sandra reassured her. "I promise it gets easier. Use the equipment three times a week, and in no time at all, you'll be stronger."

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total**1.** What is this text mostly about?

- (A) Emma's first trip to the gym
- (B) how to use gym equipment
- (C) healthy exercises
- (D) finding good shorts and T-shirts

2. How does Emma feel about using the equipment?

- (A) It is boring.
- (B) It is very easy to use.
- (C) It is hard to use.
- (D) It is very sharp.

3. Who teaches people how to use gym equipment?

- (A) exercises
- (B) programs
- (C) equipment
- (D) trainers

4. Which is a synonym for *exhausted*?

- (A) jealous
- (B) tired
- (C) excited
- (D) upset

5. What does the phrase *in no time* mean?

- (A) not keeping time
- (B) never
- (C) soon
- (D) late

NAME: _____ DATE: _____

SHAPE UP!

Emma and her family recently joined a gym called The New You. Everyone in the family wanted to get in shape, and they all agreed that The New You was a good place to do that. But it wasn't easy! For the first few weeks, Emma was exhausted after working out. She couldn't believe how hard it was. But after a while, Emma noticed that it wasn't as hard as it had been. She was starting to be a little less tired after working out, and she was starting to feel stronger. She mentioned it to Sandra, the trainer. Sandra said, "See, what did I tell you? You're getting stronger all the time because you're exercising your muscles. You're doing a great job!"

One day in gym class, Emma's gym teacher, Mr. Watson, announced that he wanted the class to run around the track. Before Emma and her family had started going to the gym, Emma hadn't been able to run very far. She wasn't sure how well she'd do now, but she knew she felt stronger than she had. So when Mr. Watson blew his whistle, Emma started off with all of the other kids in her class. She was amazed to find that she was able to keep pace with them! What was even more amazing was that she kept pace with the class all the way around the track—twice! This was the first time that she had the endurance to make it all the way around the track, and Emma was very proud of herself.

When class was over, Mr. Watson told Emma, "I'm so impressed with your performance today! You've run better and farther today than I've ever seen you go."

Emma thanked Mr. Watson and said, "Actually, it was your suggestion. You were the one who suggested joining a gym. My family joined The New You, and I'm really glad we did."



NAME: _____ DATE: _____

DIRECTIONS

Read "Shape Up!" and then answer the questions.

1. Why does Emma begin to feel less tired after her workouts?

- (A) She doesn't like to exercise.
 (B) Her muscles are getting stronger.
 (C) She never goes to the gym.
 (D) Mr. Watson asks the students to run around the track.

2. What is a good prediction for what will happen in Emma's next class?

- (A) She will run at least as far as her classmates.
 (B) She will not be able to keep up with her class.
 (C) She will decide not to run.
 (D) She will tell Mr. Watson she is afraid to run.

3. What is a good reason to read this text?

- (A) to find out how to lose weight
 (B) to learn new exercises
 (C) to enjoy the story of a girl who made an inspiring change
 (D) to learn how to join The New You

4. Which is most likely the opinion of the author?

- (A) People cannot get in shape.
 (B) Gyms do not help people get strong.
 (C) Exercise is a bad idea.
 (D) Exercise is a good idea.

5. How does Emma likely feel after she runs around the track twice?

- (A) afraid
 (B) upset
 (C) proud
 (D) confused

6. How would Emma's parents likely feel now that she can keep up with her classmates?

- (A) frightened
 (B) bored
 (C) happy and proud
 (D) unsure

7. Which lesson does Emma learn in this text?

- (A) Mr. Watson doesn't think she can run well.
 (B) She will never be able to go around the track.
 (C) Gyms are very scary places.
 (D) Exercise makes you stronger.

8. People who like this story might also enjoy what kind of text?

- (A) mystery stories
 (B) fitness magazines
 (C) cookbooks
 (D) science magazines

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

___ / 8

Total

NAME: _____ DATE: _____

DIRECTIONS

Reread the text "Shape Up!" Then, read the prompt and respond on the lines below.

SCORE

___ / 4

What kind of exercise do you do? What sports and games do you like? Write about what you do to get in shape.

Lined writing area consisting of 20 horizontal lines for student response.

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Matt liked watching martial arts movies. He had always been interested in learning a martial art. It looked like fun, and he wanted to be able to do the things he saw in movies. So when his parents asked him what he would like for his birthday, Matt said he wanted to learn karate. His mom and dad agreed that would be a very good present, and promised to arrange for Matt to take lessons. They looked at a few karate studios before they found the right one. They wanted to be sure that the lessons would be safe for Matt. They also wanted to find a lesson schedule that would work for them. Finally, they found what they wanted. Matt was very excited. He couldn't wait to start doing what he saw in movies!

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total**1.** Why does Matt want karate lessons?

- (A) His teacher suggested he take lessons.
- (B) His parents take karate lessons.
- (C) His friends take karate lessons.
- (D) He wants to do what he sees in movies.

2. How do Matt's parents feel about him taking karate lessons?

- (A) They like the idea.
- (B) They dislike the idea.
- (C) They argue about it.
- (D) They can't decide.

3. What is the phrase *mom and dad* an example of in this text?

- (A) a simple subject
- (B) a compound subject
- (C) a verb
- (D) a pronoun

4. What is *karate*?

- (A) a kind of game
- (B) a kind of movie
- (C) a kind of martial art
- (D) a kind of home

5. What does the phrase *work for them* mean?

- (A) have employees
- (B) something that is possible
- (C) work hard
- (D) lose a job

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total

Matt was excited to start karate lessons. His parents had gotten him a *gi* (gee), a white uniform that he would wear when he was practicing. On the first day of his lessons, Matt proudly put his gi on and joined the other students in his class. Walter, their *sensei* (sen-SEY), or teacher, began the class. To Matt's dismay, though, Walter didn't start by teaching the class what Matt had seen in the movies. Instead, Walter taught the class some movement exercises. He also taught the class some breathing exercises. He told everyone, "Karate isn't about kicking or hitting people or breaking boards. It's about mind and body working together. It's about self-control."

Matt wasn't at all sure he liked the sound of that. He didn't know what Walter meant. But this was only the first lesson.

1. What do people who practice karate wear?

- (A) a gi
- (B) a sensei
- (C) a sweatsuit
- (D) a coat

2. What is the setting?

- (A) Matt's home
- (B) school
- (C) a karate studio
- (D) the supermarket

3. Which word has the same root word as *movement*?

- (A) venom
- (B) moving
- (C) cement
- (D) hover

4. Which is a synonym for *dismay*?

- (A) curiosity
- (B) jealousy
- (C) thrill
- (D) discouragement

5. Which description is most accurate for a *gi*?

- (A) an impressive purple
- (B) as white as snow
- (C) tight as skin
- (D) lanky and long

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Matt's parents gave him karate lessons for his birthday. He had wanted the lessons because he admired what he saw people do in martial arts movies. But real karate lessons were very different. They were not at all like the movies. The students didn't do jumps, kicks, and hits. Instead, they practiced movements. They did breathing exercises. Walter was Matt's sensei. He told the class that once they had learned the basic karate techniques, they would be able to practice them with one another. At first, Matt didn't like that at all, but he soon discovered that karate was harder than it looked in movies. The students worked very hard and were exhausted by the end of their lessons. Matt learned something new in each lesson. He would soon be ready for his first test.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total**1.** Who gave Matt his karate lessons?

- (A) his teacher
 (B) his parents
 (C) his sensei
 (D) Matt gave himself lessons.

2. Which statement is true about Matt's karate lessons?

- (A) They are harder than Matt thought they would be.
 (B) The students do a lot of kicks and jumps.
 (C) They are a lot like what Matt sees in movies.
 (D) They are much easier than Matt thought they would be.

3. How would you describe karate techniques that are *basic*?

- (A) complex
 (B) colorful
 (C) advanced
 (D) simple

4. Which is a synonym for *admired*?

- (A) ignored
 (B) laughed at
 (C) respected
 (D) feared

5. Which word describes the tone of this text?

- (A) humorous
 (B) serious
 (C) joyful
 (D) hopeful

NAME: _____ DATE: _____

MATT'S REAL LESSON

Matt had been taking karate lessons for a few months. At first, he wanted lessons because he wanted to do the things he saw people do in martial-arts movies. But very soon, he realized that karate is not like the movies. It took some time for him to get used to that, but eventually, he came to enjoy karate. Karate made him feel strong and gave him energy, but it also made him feel calm. He worked very hard, and one day, his *sensei*, Walter, told Matt he was ready for his first test.

Two weeks before the testing date, Walter gave Matt an application. Matt took it home and filled it out. He brought it back to the next class. For the next two weeks, Matt practiced very hard. He wanted to be ready for the test.

On the day of Matt's test, he joined a group of other students who were ready for their test. The test began with some exercises. The students had to show that they could do all of the movements that Walter had taught them. Then, the students took a written test. Walter had also taught them about karate, and they had to show that they knew those things, too.

After the test, Matt waited with the other students to see how he had done. Walter congratulated all of the students on making a real effort, and then he spoke to each student. When it was Matt's turn, Walter told him that he had passed! Matt was very excited. Walter also told Matt that he would receive his first belt—white with a black stripe on it—at the next class. Karate had turned out to be very different from what Matt had thought, but he had discovered that he liked it very much.



NAME: _____ DATE: _____

DIRECTIONS

Read "Matt's Real Lesson" and then answer the questions.

1. What does Matt think about karate at first?

- (A) He thinks it will not be fun.
 (B) He thinks it will be very different from the movies.
 (C) He thinks it will be extremely easy.
 (D) He thinks it will be just like the movies.

2. What do you predict Matt will do?

- (A) He will keep doing karate.
 (B) He will stop doing karate.
 (C) He will not tell his friends he is doing karate.
 (D) He will not know how to get ready for his next test.

3. Which is a reason to read this text?

- (A) to find out what Matt's lesson actually is
 (B) to learn how to write a lesson
 (C) to teach someone a lesson
 (D) to research how to be a teacher

4. Which is likely the author's opinion?

- (A) Karate is exactly like the movies.
 (B) Karate lessons are not a good idea.
 (C) Karate is interesting.
 (D) Karate is very easy.

5. How does Walter feel about Matt passing his test?

- (A) surprised
 (B) frightened
 (C) very pleased
 (D) jealous

6. How will Matt's parents likely feel about Matt passing his test?

- (A) very proud
 (B) upset
 (C) curious
 (D) afraid

7. Which real lesson does Matt learn?

- (A) Karate isn't very difficult.
 (B) Karate isn't at all like the movies.
 (C) Karate isn't very good for you.
 (D) Karate isn't something he wants to do.

8. Which text has a similar theme?

- (A) a math textbook
 (B) a story about learning how to play a musical instrument
 (C) a poem about school
 (D) a letter from a teacher

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

___ / 8

Total



6th Grade Learning Packet

Name _____

Review
2

Adding and Subtracting Decimals

Find $1.7 + 2.45$.

Find $36.57 - 4.6$.

Line up the decimal points.

$$\begin{array}{r} \downarrow \quad \quad \uparrow \\ 1.7 \quad \quad 1.70 \leftarrow \text{Write zeros to} \\ + 2.45 \quad + 2.45 \quad \text{show place value.} \\ \hline 4.15 \\ \uparrow \text{ Place decimal point} \\ \text{in answer.} \end{array}$$

Line up the decimal points.

$$\begin{array}{r} \downarrow \quad \quad \uparrow \quad \uparrow \\ 36.57 \quad 36.57 \quad \text{Write zeros to} \\ - 4.6 \quad - 4.60 \quad \text{show place value.} \\ \hline 31.97 \\ \uparrow \text{ Place decimal point} \\ \text{in answer.} \end{array}$$

Find each sum or difference.

1.
$$\begin{array}{r} \downarrow \\ 2.65 \\ + 13.30 \\ \hline \end{array}$$

2.
$$\begin{array}{r} \downarrow \\ 14.10 \\ - 3.05 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 744 \\ + 36.2 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 9 \\ - 0.6 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 8.97 \\ + 66 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 100 \\ - 0.22 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 6.8 \\ + 237.29 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 0.5 \\ - 0.23 \\ \hline \end{array}$$

9. $15.4 - 8 =$ _____

10. $3 - 2.54 =$ _____

11. $1.34 + 4.1 =$ _____

12. $133.01 - 5.6 =$ _____

13. $448 + 1.75 + 80.3 =$ _____

14. $12.3 + 0.61 + 100 =$ _____

15. On the 3-days of their vacation, the Davis family traveled 417 mi, 45.3 mi, and 366.9 mi. How far did they travel all together? _____

16. Etta bought a calculator for \$15. Glenn found the same model for \$9.79. How much more did Etta pay than Glenn did? _____

Name _____

Review
4

Multiplying with Decimals

Find 4.3×2.7 .

<p><i>Multiply as you would with whole numbers.</i></p> $\begin{array}{r} 2 \\ 4.3 \\ \times 2.7 \\ \hline 301 \\ 860 \\ \hline 1161 \end{array}$	<p><i>Count the number of decimal places in both factors. The total is the number of decimal places in the product.</i></p> $\begin{array}{r} 4.3 \leftarrow 1 \text{ decimal place} \\ \times 2.7 \leftarrow + 1 \text{ decimal place} \\ \hline 11.61 \leftarrow 2 \text{ decimal places} \end{array}$
---	--

Find each product.

1.
$$\begin{array}{r} 14 \\ \times 8.8 \\ \hline 112 \\ 1120 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 1.6 \\ \times .9 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 0.4 \\ \times 3.2 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 0.05 \\ \times 0.3 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 2.15 \\ \times 8.3 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 3.3 \\ \times 0.12 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 0.51 \\ \times 4.2 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 1.35 \\ \times 13 \\ \hline \end{array}$$

9. $23 \times 0.47 =$ _____

10. $0.9 \times 5 =$ _____

11. $168 \times 2.25 =$ _____

12. $0.8 \times 0.11 =$ _____

13. $20 \times 20.2 =$ _____

14. $4.9 \times 0.3 =$ _____

15. A roll of paper towels contained 250 sheets. Each sheet was 8.75 inches long. How long was the roll? _____

16. Tania bought 3 new sweaters. Each sold for \$19.99. How much did she spend? _____

Name _____

Review

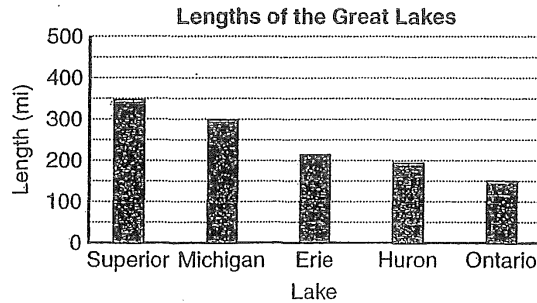
8

Interpreting Data

The **bar graph** shows the lengths in miles of the Great Lakes. Lengths of bars represent lengths of lakes.

Which is the shortest Great Lake?

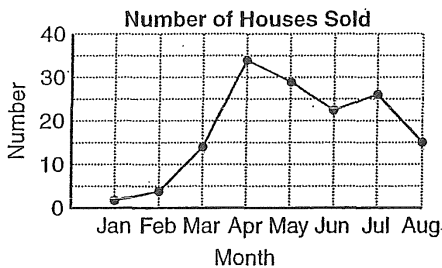
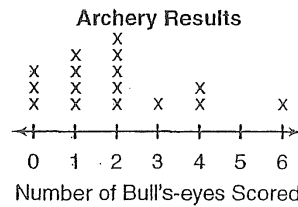
The shortest lake is Lake Ontario.



Use the graphs to answer each question.

1. How many archers scored 4 bull's eyes?

2. What was the most common number of bull's-eyes scored?

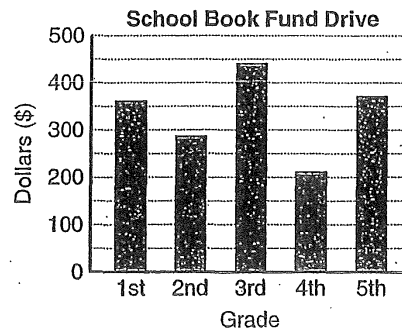


3. In which month were the most houses sold?

4. In which month were about the same number sold as were sold in August?

5. Which grades raised about the same amount for the school book drive?

6. The school's goal was to raise \$1,500. About how much did they raise in all?



Name _____

Review
10

Adding and Subtracting Fractions

Find $\frac{2}{3} + \frac{1}{6}$.

Find $\frac{1}{4} - \frac{1}{5}$.

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px; border: 2px solid black;">6</td> <td style="padding: 2px 5px;">9</td> <td style="padding: 2px 5px;">12</td> <td style="padding: 2px 5px;">15</td> <td style="padding: 2px 5px;">Multiples of 3</td> </tr> <tr> <td style="padding: 2px 5px; border: 2px solid black;">6</td> <td style="padding: 2px 5px;">12</td> <td style="padding: 2px 5px;">18</td> <td style="padding: 2px 5px;">24</td> <td style="padding: 2px 5px;">30</td> <td style="padding: 2px 5px;">Multiples of 6</td> </tr> </table> <p style="margin-top: 10px;">The least common denominator is 6.</p> <p>Write equivalent fractions. $\frac{2}{3} = \frac{4}{6}$</p> <p>Add. $\frac{1}{6} = \frac{1}{6}$</p> $\begin{array}{r} \frac{4}{6} \\ + \frac{1}{6} \\ \hline \frac{5}{6} \end{array}$	3	6	9	12	15	Multiples of 3	6	12	18	24	30	Multiples of 6	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">8</td> <td style="padding: 2px 5px;">12</td> <td style="padding: 2px 5px;">16</td> <td style="padding: 2px 5px; border: 2px solid black;">20</td> <td style="padding: 2px 5px;">Multiples of 4</td> </tr> <tr> <td style="padding: 2px 5px;">5</td> <td style="padding: 2px 5px;">10</td> <td style="padding: 2px 5px;">15</td> <td style="padding: 2px 5px; border: 2px solid black;">20</td> <td style="padding: 2px 5px;">25</td> <td style="padding: 2px 5px;">Multiples of 5</td> </tr> </table> <p style="margin-top: 10px;">The least common denominator is 20.</p> <p>Write equivalent fractions. $\frac{1}{4} = \frac{5}{20}$</p> <p>Subtract. $\frac{1}{5} = \frac{4}{20}$</p> $\begin{array}{r} \frac{5}{20} \\ - \frac{4}{20} \\ \hline \frac{1}{20} \end{array}$	4	8	12	16	20	Multiples of 4	5	10	15	20	25	Multiples of 5
3	6	9	12	15	Multiples of 3																				
6	12	18	24	30	Multiples of 6																				
4	8	12	16	20	Multiples of 4																				
5	10	15	20	25	Multiples of 5																				

Find each sum or difference.

1. $\frac{1}{4} + \frac{2}{3} =$ _____

4			
3			

2. $\frac{11}{12} - \frac{5}{6} =$ _____

12			
6			

3. $\frac{1}{3} + \frac{4}{9} =$ _____

4. $\frac{3}{7} + \frac{2}{7} =$ _____

5. $\frac{11}{12} - \frac{5}{12} =$ _____

6. $\frac{1}{2} + \frac{1}{3} =$ _____

7. $\frac{1}{3} - \frac{1}{5} =$ _____

8. $\frac{3}{8} - \frac{1}{6} =$ _____

9. $\frac{3}{5} + \frac{3}{10} =$ _____

10. $\frac{1}{2} + \frac{2}{5} =$ _____

11. $\frac{2}{3} - \frac{1}{4} =$ _____

12. Meg practiced the piano for $\frac{5}{12}$ hr. She did homework for $\frac{3}{4}$ hr. How much longer did she do homework than she practiced the piano?

Name _____

Adding Mixed Numbers

R 4-5

To add mixed numbers, you can add the fractional parts to the whole number parts, and then simplify.

Find $2\frac{2}{4} + 3\frac{1}{4}$.

The fractions have a common denominator. Add the fractions. Then add the whole numbers.

$$\begin{array}{r} 2\frac{2}{4} \\ +3\frac{1}{4} \\ \hline 5\frac{3}{4} \end{array}$$

Find $3\frac{2}{3} + 4\frac{1}{9}$.

Write equivalent fractions with the LCD.

$$\begin{array}{r} 3\frac{2}{3} = 3\frac{6}{9} \\ +4\frac{1}{9} = 4\frac{1}{9} \\ \hline \end{array}$$

Add the whole numbers.
Add the fractions.
Simplify if possible.

$$\begin{array}{r} 3\frac{6}{9} \\ +4\frac{1}{9} \\ \hline 7\frac{7}{9} \end{array}$$

Find $4 + 3\frac{3}{5}$.

Add the whole numbers; then add the fraction.

$$\begin{array}{r} 4 \\ +3\frac{3}{5} \\ \hline 7\frac{3}{5} \end{array}$$

Find each sum. Simplify your answer.

1. $2\frac{1}{5} + 2\frac{3}{5} =$ _____ 2. $4\frac{2}{3} + 1\frac{1}{6} =$ _____

3. $5\frac{3}{5} + \frac{3}{10} =$ _____ 4. $8\frac{5}{8} + 1\frac{5}{12} =$ _____

5. $6\frac{1}{4} + 11\frac{3}{8} =$ _____ 6. $7 + 8\frac{1}{3} =$ _____

7. In 2001, the men's indoor pole vault record was $20\frac{1}{6}$ ft. The women's record for the indoor pole vault was $15\frac{5}{12}$ ft. What is the combined height of the two records? _____

8. **Writing in Math** How high is a stack of library books if one book is $1\frac{3}{8}$ in. high, the second book is $1\frac{5}{6}$ in. high, and the third is $2\frac{1}{3}$ in. high? Explain how you solved this problem.

Name _____

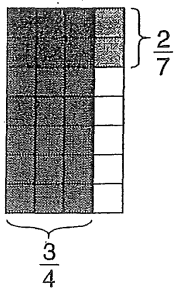
Multiplying Fractions

R 5-2

Find $\frac{3}{4} \times \frac{2}{7}$.

One Way

Draw a picture. Simplify if possible.



6 of the 28 squares have overlapping shading.

So, $\frac{3}{4} \times \frac{2}{7} = \frac{6}{28}$.

Simplify $\frac{6}{28}$ to $\frac{3}{14}$.

Another Way

Multiply the numerators and denominators. Simplify if possible.

$$\begin{aligned} & \frac{3}{4} \times \frac{2}{7} \\ &= \frac{3 \times 2}{4 \times 7} = \frac{6}{28} \\ &= \frac{3}{14} \end{aligned}$$

Simplify First

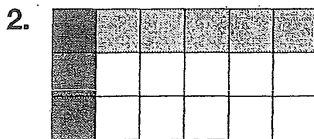
Find the GCF of any numerator and any denominator.

The GCF of 2 and 4 is 2. Divide 2 and 4 by the GCF.

$$\frac{3}{\cancel{4}^2} \times \frac{\cancel{2}^1}{7} = \frac{3}{14}$$

Write an equation for each picture.





Find each product. Simplify if possible.

3. $\frac{6}{8} \times \frac{1}{3} =$ _____

4. $\frac{5}{6} \times \frac{7}{10} =$ _____

5. $\frac{4}{5} \times \frac{3}{8} =$ _____

6. $\frac{1}{2} \times \frac{4}{9} =$ _____

7. **Number Sense** Can you simplify before multiplying $14 \times \frac{25}{27}$? Explain.

10

Name _____

Review
14

Problem Solving: Strategies

<p>A computer store has 25 printers and computers. There are 7 more printers than computers. How many of each are there?</p> <table style="margin-left: auto; margin-right: auto;"><thead><tr><th></th><th>Printers</th><th>Computers</th><th>Check</th></tr></thead><tbody><tr><td>Guess 1</td><td>20</td><td>5</td><td>$20 - 5 = 1$</td></tr><tr><td>Guess 2</td><td>14</td><td>11</td><td>$14 - 11 = 3$</td></tr><tr><td>Guess 3</td><td>16</td><td>9</td><td>$16 - 9 = 7$ ✓</td></tr></tbody></table> <p>Solution: There are 16 printers and 9 computers.</p>		Printers	Computers	Check	Guess 1	20	5	$20 - 5 = 1$	Guess 2	14	11	$14 - 11 = 3$	Guess 3	16	9	$16 - 9 = 7$ ✓	<p>Problem Solving Strategies</p> <ul style="list-style-type: none">• Act It Out• Draw a Picture• Look For a Pattern• Try, Check, and Revise• Make an Organized List• Make a Table• Solve a Simpler Problem• Work Backward
	Printers	Computers	Check														
Guess 1	20	5	$20 - 5 = 1$														
Guess 2	14	11	$14 - 11 = 3$														
Guess 3	16	9	$16 - 9 = 7$ ✓														

Use any strategy to solve.

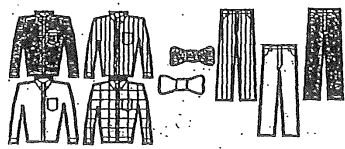
1. At the veterinarian's office, Terri learned that her dog weighed 4 times as much as her cat. Together the pets weighed 40 lbs. How much did the dog weigh?

2. Yasmin arrived home from play practice at 4:25 P.M. The walk home took 15 minutes. Practice began 20 minutes after the final bell and lasted for a half hour. When did school end?

3. Vanessa, Diego, Rose and Randy stood in line for lunch. Rose was just behind Vanessa. Diego was not next to Rose or Randy. Write the line order.

4. Students played dodge ball and volleyball for 45 minutes. They played dodge ball for 11 more minutes than they played volleyball. How long did they play dodge ball?

5. Mr. Jones has 4 shirts, 2 ties, and 3 pair of pants. How many days in a row can he wear a different outfit?



12

Name _____

Customary Measurement

R 10-1

Units of Length

foot (ft) 1 ft = 12 in.
yard (yd) 1 yd = 3 ft
 1 yd = 36 in.
mile (mi) 1 mi = 5,280 ft
 1 mi = 1,760 yd

Units of Capacity

cup (c) 1 c = 8 fluid ounces (oz)
pint (pt) 1 pt = 2 c
quart (qt) 1 qt = 2 pt
gallon (gal) 1 gal = 4 qt

How to change from one unit of measurement to another:

To change from larger units to smaller units in the customary system, you have to multiply.

$$120 \text{ yd} = \underline{\hspace{2cm}} \text{ ft}$$

$$1 \text{ yd} = 3 \text{ ft}$$

$$120 \times 3 \text{ ft} = 360 \text{ ft}$$

$$120 \text{ yd} = 360 \text{ ft}$$

To change from smaller units to larger ones, you have to divide.

$$256 \text{ oz} = \underline{\hspace{2cm}} \text{ c}$$

$$1 \text{ c} = 8 \text{ oz}$$

$$256 \div 8 = 32$$

$$256 \text{ oz} = 32 \text{ c}$$

Complete.

1. 36 in. = _____ ft
2. 4 qt = _____ c
3. 5 lb = _____ oz
4. 39 ft = _____ yd
5. 1.5 mi = _____ ft
6. 3.5 gal = _____ qt
7. 2 T = _____ lb
8. 16 pt = _____ qt
9. 64 oz = _____ lb
10. 3 yd = _____ in.
11. 4 gal = _____ pt
12. 55 yd = _____ ft
13. 6.5 lb = _____ oz
14. 20 pt = _____ gal
15. 4.5 qt = _____ c
16. 205 yd = _____ ft
17. **Reasoning** A vendor at a festival sells soup for \$1.25 per cup or \$3.75 per quart. Which is the better buy?

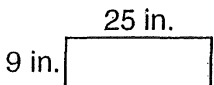

13

Name _____

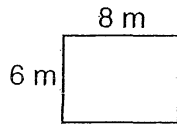
**Review
16**

Perimeter

Perimeter is the distance around a shape.

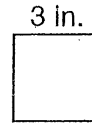
<p>You can add the lengths of all the sides or you can multiply the sum of the length and the width by 2 to find the perimeter of a rectangle.</p> <div style="text-align: center;">  </div> <p>$p = 25 \text{ in.} + 9 \text{ in.} + 25 \text{ in.} + 9 \text{ in.} = 68 \text{ in.}$ or $p = 2 \times (25 \text{ in.} + 9 \text{ in.}) = 68 \text{ in.}$</p>	<p>If only one side of a figure is given, then all sides have the same length.</p> <div style="text-align: center;">  </div> <p>$p = 5 \text{ cm} + 5 \text{ cm} + 5 \text{ cm} + 5 \text{ cm} = 20 \text{ cm}$ or $p = 4 \times 5 \text{ cm} = 20 \text{ cm}$</p>
---	---

1. Find the perimeter of the rectangle.



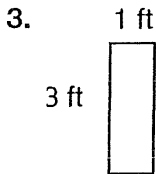
$p = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \text{ m}$

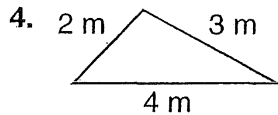
2. Find the perimeter of the square.

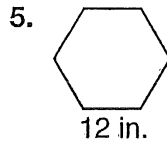


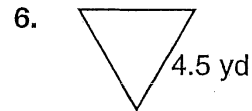
$p = \underline{\quad} \times \underline{\quad} = \underline{\quad} \text{ in.}$

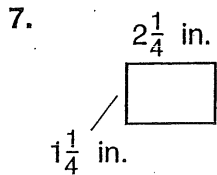
Find the perimeter of each figure.

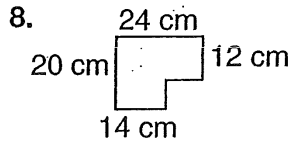


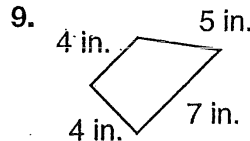


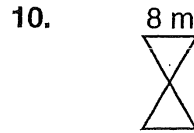












11. A flower garden is in the shape of an equilateral triangle.

Each side measures $15\frac{3}{8}$ ft. What is the garden's perimeter? _____

Name _____

Area of Squares and Rectangles

R 10-8

You can use formulas to find the area of a square or rectangle.

Find the area of a square that is 7.2 m on each side.

Use the formula $A = s^2$.

$$A = (7.2)^2$$

$$A = 51.84$$

The area is 51.84 m².

Find the area of a rectangle with a length (l) of 4 cm and a width (w) of 12 cm.

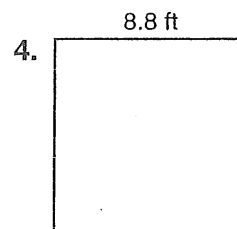
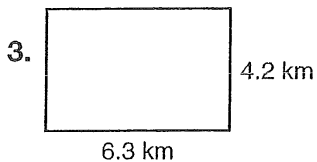
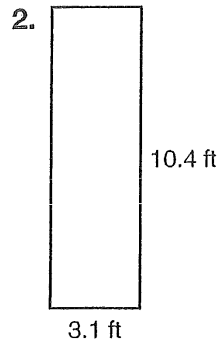
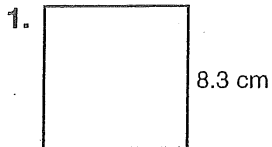
Use the formula $A = l \times w$.

$$A = 4 \times 12$$

$$A = 48$$

The area is 48 cm².

Find the area of each figure.



5. **Reasoning** What is the length of a rectangle that has an area of 120 ft² and a width of 8 ft? _____

6. **Number Sense** What is the area of a square that is 12.4 cm on each side? _____

Spotted Cats

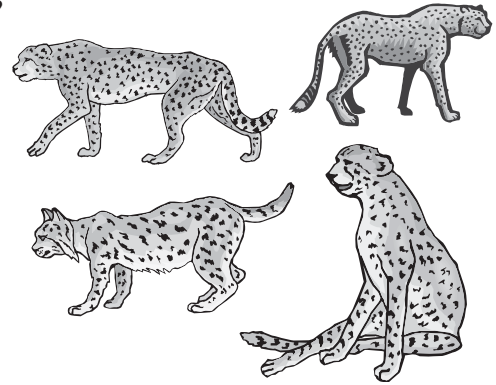
1 Several members of the cat family have spotted fur. Do you know the difference between a leopard, a jaguar, and a cheetah? From a distance they may appear somewhat similar. Examined at closer range, however, they are clearly different cats. They differ in various ways, including where they live, how big they are, how they move and hunt, and how their fur is marked.

2 Of all the big cats in the wild, the true leopard is found across the largest area. Leopards live in much of Asia and Africa. A leopard grows to be from 3 to 6 feet long, with an added 3 feet of tail. Leopards are skilled climbers that can hunt monkeys in trees. They can also lie in wait and pounce on passing prey. When food sources are scarce, they might eat fruit, field mice, and large insects. Leopard spots are not actually solid spots; they are broken circles.

3 The jaguar is native to the Americas. Its natural range is from the southern United States to northern Argentina, with the largest concentration of jaguars being in Brazil and Central America. The beauty and power of the jaguar inspired worship among ancient peoples. It measures between 3 and 6 feet long without the tail, which adds another 1 ½ to 2 ½ feet. Possessing a large head and body, the jaguar has legs that are shorter and thicker than a leopard's. Jaguars are excellent climbers and can also swim well. They dine on a variety of land, tree, and water creatures. Their fur can be a vivid yellow color or a rusty shade; their "spots" are called rosettes. Each rosette is large and black, consisting of a middle spot with a circle of spots around it.

4 Most cheetahs live in the wilds of Africa. There are also some in Iran and northwestern Afghanistan. The cheetah's head is smaller than the leopard's, and its body is longer. This cat is built for speed. Its legs are much longer than the leopard's, allowing it to run at speeds of up to 70 miles per hour! This incredible ability helps the cheetahs catch their dinner, which is usually an unfortunate antelope. A cheetah's spots are simply black spots, not rosettes or circles.

5 Other spotted cats include the smaller ocelot, mainly of Central and South America, and the lynx or bobcat, mainly of North America. What all of these cats have in common is that they are wild, powerful animals of tremendous grace and beauty.



CSR0P043

9 All of these are ways to tell the difference between spotted cats *except*

- A how big they are.
- B what their spots look like.
- C where they live.
- D how beautiful they are.

CSR00391.043

10 Which words from the passage are used as persuasion in that they express an attitude of sympathy for animals that are prey to big cats?

- A . . . how they move and hunt . . .
- B . . . might eat fruit, field mice, and large insects.
- C . . . dinner, which is usually an unfortunate antelope.
- D . . . that they are wild, powerful animals . . .

CSR00402.043

11 Which of these is the *best* summary of this passage?

- A All spotted cats are powerful, beautiful, and graceful.
- B Spotted cats may look similar, but they are different in many ways.
- C There are many different spotted cats in the world.
- D Spotted cats in the wild hunt many different kinds of animals.

CSR00384.043

Water Picture

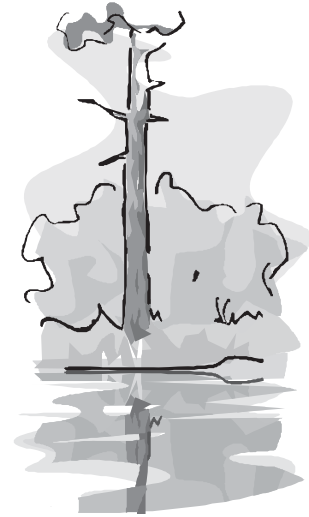
by May Swenson

In the pond in the park
all things are doubled:
Long buildings hang and
wiggle gently. Chimneys
5 are bent legs bouncing
on clouds below. A flag
wags like a fishhook
down there in the sky.

The arched stone bridge
10 is an eye, with underlid
in the water. In its lens
dip crinkled heads with hats
that don't fall off. Dogs go by,
barking on their backs.
15 A baby, taken to feed the
ducks, dangles upside-down,
a pink balloon for a buoy.

Treetops deploy a haze of
cherry bloom for roots,
20 where birds coast belly-up
in the glass bowl of a hill;
from its bottom a bunch
of peanut-munching children
is suspended by their
25 sneakers, waveringly.

A swan, with twin necks
forming the figure 3,
steers between two dimpled
towers doubled. Fondly
30 hissing, she kisses herself,
and all the scene is troubled:
water-windows splinter,
tree-limbs tangle, the bridge
folds like a fan.



“Water Picture” from NATURE: POEMS OLD AND NEW. Copyright © 1994 by the Literary Estate of May Swenson. Reprinted by permission of Houghton Mifflin Company. All rights reserved.

- 12** Read these lines from the poem.

Treetops deploy a haze of / cherry bloom
for roots,

What does the word deploy mean?

- A spread
- B hide
- C ruin
- D grow

CSR11626.245

- 13** Read this line from the poem.

and all the scene is troubled:

This line refers to the fact that the swan

- A is a threat to the other birds.
- B has disturbed the still water.
- C cannot find the food she seeks.
- D distracts from the pond's beauty.

CSR11633.245

- 14** How does the poet achieve her tone?

- A She sets the poem in a public park.
- B She describes familiar things in a surprising way.
- C She uses lines of varying length.
- D She contrasts the swan with other birds.

CSR11632.245

- 15** How does the poet create a sense of activity in the poem?

- A She compares the bridge to an eye.
- B She avoids introducing too many characters in the poem.
- C She uses strong, descriptive words.
- D She keeps the length of each line fairly short.

CSR11631.245

- 16** What is the purpose of the metaphors used throughout the poem?

- A to explain the many uses of water
- B to help the reader visualize certain ideas
- C to avoid the need for characters
- D to show the reader that water is a symbol of life

CSR11636.245

Document B

Youth Volunteer Application Form

Complete all required information and mail these two forms to: Animal Shelter of Sacramento County; 133 Highway 15; Sacramento, CA 94244.

My Information

Name: _____

Street Address: _____

City, State, Zip Code: _____

Date of Birth: ____/____/____

Telephone Number: () ____ - _____

I would like to work as a [check one]: dog nuzzler cat snuggler kennel aide

Days/Hours of Availability [check day/time(s)]: Saturday 9–11 11–1 1–3 3–5

Sunday 9–11 11–1 1–3 3–5

My Adult Sponsor's Information

Name: _____

Street Address: _____

City, State, Zip Code: _____

Date of Birth: ____/____/____

Telephone Number: () ____ - _____

Relationship to Youth Volunteer: _____

Document C

Authorization and Acknowledgment Form

I, _____, the parent or legal guardian of _____, hereby give permission for my child to participate as a youth volunteer with the Animal Shelter of Sacramento County. I authorize Animal Shelter staff to seek immediate medical treatment in case of an accident by using the emergency contact information below. My signature acknowledges that my child has no allergies or other medical conditions that would prohibit participation in this program.

Emergency Contact Information

Contact: _____

Telephone Number: () ____ - _____

Family Physician: _____

Telephone Number: () ____ - _____

Released Test Questions

English-Language Arts

6

- 22** Which 10-year-old child *best* meets the qualifications to be a youth volunteer at the Animal Shelter?
- A Matt, who is allergic to animal fur
 - B Katie, who likes dogs but does not have an adult sponsor
 - C Bryan, who can work with either cats or dogs on weekday afternoons
 - D Amber, who wants to work with cats on Sunday afternoons

CSR20336.043

- 23** What is the *first* action that should be taken by a young person who wants to serve as a dog nuzzler?
- A Write a note stating this preference and attach it to the application form.
 - B Call the director of the Animal Shelter before filling out the application form.
 - C Call the volunteer information hotline to find out if a dog nuzzler position is available.
 - D Complete the authorization and acknowledgment form and mail it to the Animal Shelter.

CSR20333.043

- 24** Which detail from Document A emphasizes the personal benefits of being a youth volunteer at the Animal Shelter?
- A The Animal Shelter of Sacramento County has volunteer opportunities for people of all ages.
 - B Children 10 years of age or older are allowed to participate in some of our programs as youth volunteers when accompanied by an adult.
 - C Youth volunteers learn responsibility as they serve the community.
 - D Cat smugglers must be knowledgeable about cats and their needs.

CSR20327.043

- 25** Read this excerpt from Document C.

I, _____, the parent or legal guardian of _____, hereby give permission for my child to participate as a youth volunteer with the Animal Shelter of Sacramento County. I authorize Animal Shelter staff to seek immediate medical treatment in case of an accident by using the emergency contact information below.

The phrase give permission and the word authorize suggest that the parent or legal guardian is able

- A to serve as an adult volunteer.
- B to give first aid to an injured youth.
- C to work as a kennel aide.
- D to grant power to others.

CSR20338.043

- 26** Which source would provide the *most* information about grooming dogs?

- A a book detailing the care of dogs
- B a pamphlet about dog kennels
- C a magazine article about the positive effects of owning a dog
- D a chart showing the sizes of various breeds of dogs

CSR20332.043

- 27** The author implies that large-sized dogs

- A are less comfortable around people.
- B are more difficult to handle.
- C need more human interaction.
- D respond better to youth volunteers.

CSR20334.043

The following is a rough draft of a student's report. It contains errors.

Are We There Yet?

- 1 Think about a time you went someplace that you had never been before. It was not really far away, but it seemed as if it was taking a really long time to get there. Then you noticed that the return trip did not seem to take nearly as long, even though it was exactly the same distance. Scientists have studied these common observations. They have concluded that our perception of how time passes is sometimes based on the amount of information with which we are dealing. The more information we are getting, the more slowly time seems to pass.
- 2 On the way to the strange place, we are confronted with unfamiliar sights and sounds, and maybe even smells. We may be reading directions, looking for landmarks, or trying to find a particular road sign. There may be others in the car asking, "When will we get there? Are we there yet?" We are constantly processing and evaluating the information we are receiving.
- 3 On the return trip, we are somewhat familiar with the route. Now much of the information is not new to us. Our brain now processes the information more efficiently. We are able to ignore a lot of what we see and hear. We remember that it does not require action on our part.
- 4 In other words, scientists believe that on the way to a new place we see things in great detail. Thus time seems to move slowly. On the return trip we are not paying as much attention to detail. Time seems to pass more quickly.
- 5 The process could be compared to the first and second days of school. On the first day everything is new and different, and time seems to pass slowly. On the second day, you know what to expect, and your brain spends less time processing new information. The second day of school usually seems to proceed at a more rapid pace.

CSW0P075-3

57 Which sentence is *best* added to the end of paragraph 3?

- A The driver experiences the same things as the passengers.
- B We know what to pay attention to and we screen out the rest.
- C I wonder what happens when we do know the route.
- D New places do that to all of us.

CSW00421.075

58 Read these two sentences from paragraph 4.

On the return trip we are not paying as much attention to detail. Time seems to pass more quickly.

Which word could *best* be used to join these sentences?

- A so
- B while
- C but
- D because

CSW00110.075

59 Read the last two sentences of paragraph 5.

On the second day, you know what to expect, and your brain spends less time processing new information. The second day of school usually seems to proceed at a more rapid pace.

Which word should be added to the beginning of the second sentence?

- A However,
- B Therefore,
- C Although,
- D Nevertheless,

CSW00422.075

60 Which sentence *best* serves as a summary to be added at the end of the report?

- A This is a good illustration of the concept.
- B The same phenomenon also occurs in the field of athletics.
- C The first and second days of school are stressful times.
- D Thus, in a sense, time speeds up when our surroundings become more familiar.

CSW00417.075



CRCT Prep Grade 6 Reading Comprehension

by Jonathan D. Kantrowitz
Edited by Patricia F. Braccio and Sarah M.W. Espano

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VULCAN AND HIS INVENTIONS

All the gods and goddesses had perfect bodies, except one. Vulcan, the son of Jupiter and Juno, was a bright, sweet-tempered lad, but he was born disabled. It is said that Juno was so displeased that her baby was imperfect that she threw him down from heaven.

Many tales are told of the wonderful works this god created. He made the first robots—gold and silver handmaidens with mechanical brains and tongues who became his faithful servants. Vulcan also invented the first wheelchairs —moving tripods which carried him around and even scurried out of the way when not in use.

Vulcan worked at a forge on Mount Olympus and there he designed and built brass palaces for the other gods. He made armor which could not be pierced by any weapon. Vulcan also invented special golden shoes for the gods and their horses. These shoes enabled their owners to walk on air and water as easily as they could walk upon land.

The ancients believed that Vulcan had made the thunderbolts they saw descending fearsomely from the sky. Vulcan made them for his father, Jupiter. When Jupiter became angry, they believed, he would hurl these weapons from Mt. Olympus at the earth below.

Vulcan also worked at his forges, which were built inside special mountains on earth. These mountains were hollow, and one could see smoke and flame rising from them. The ancients named these special mountains after the god they believed to work within them. Can you guess the name?

1. Ancient people believed that thunderbolts were a sign of
 - A. Jupiter's anger.
 - B. Vulcan making shoes.
 - C. Juno's displeasure.
 - D. Vulcan making robots.

2. The "special mountains" said to hold Vulcan's forges are most likely called
 - A. smoky mountains.
 - B. hollow hills.
 - C. volcanoes.
 - D. eminences.

3. How was Vulcan different from the other gods?
- A. He was bright.
 - B. He was perfect.
 - C. He was sweet-tempered.
 - D. He was disabled.
4. In the fourth paragraph, the word *fearsomely* means
- A. carefully.
 - B. frighteningly.
 - C. fearfully.
 - D. quietly.
5. Which of the following statements is an opinion?
- A. Vulcan created special shoes for the gods and their horses.
 - B. No weapon could break through the armor that Vulcan had made.
 - C. The gods looked ridiculous in Vulcan's golden shoes.
 - D. Vulcan created the first form of a wheelchair.
6. The author asks a question about mountains
- A. to show that Vulcan is a real person.
 - B. to connect Vulcan's story with real life.
 - C. to complain about the dangers of nature.
 - D. to prove that all mountains are alike.
7. According to the passage, which of these is true of the gods of ancient Greece?
- A. They were important to the people.
 - B. They were actually humans.
 - C. They were cruel to one another.
 - D. They were hidden away in mountains.

from “THE RED BADGE OF COURAGE” – Part II

by Stephen Crane

The guns squatted in a row like savage chiefs. They argued with abrupt violence. It was a grim pow-wow. Their busy servants ran hither and thither.

A small procession of wounded men were going drearily toward the rear. It was a flow of blood from the torn body of the brigade.

To the right and to the left were the dark lines of other troops. Far in front he thought he could see lighter masses protruding in points from the forest. They were suggestive of unnumbered thousands.

Once he saw a tiny battery go dashing along the line of the horizon. The tiny riders were beating the tiny horses.

From a sloping hill came the sound of cheerings and clashes. Smoke welled slowly through the leaves.

Batteries were speaking with thunderous oratorical effort. Here and there were flags, the red in the stripes dominating. They splashed bits of warm color upon the dark lines of troops.

The youth felt the old thrill at the sight of the emblems. They were like beautiful birds strangely undaunted in a storm.

As he listened to the din from the hillside, to a deep pulsating thunder that came from afar to the left, and to the lesser clamors which came from many directions, it occurred to him that they were fighting, too, over there, and over there, and over there. Heretofore he had supposed that all the battle was directly under his nose.

As he gazed around him the youth felt a flash of astonishment at the blue, pure sky and the sun gleamings on the trees and fields. It was surprising that Nature had gone tranquilly on with her golden process in the midst of so much devilment.

1. According to the passage, the word *emblems* means
 - A. shapes.
 - B. scenery.
 - C. soldiers.
 - D. symbols.

2. By the end of the passage, what did the youth come to realize?
- A. He had the power to change the things around him.
 - B. The troops on both sides of the battle were the same.
 - C. Nature continued to go on even in troubled times.
 - D. The battle was much smaller than he had first imagined.
3. Which word BEST describes the mood of this passage?
- A. hopeful
 - B. cheerful
 - C. wild
 - D. angry
4. Which of the following BEST describes how the youth felt about the flag?
- A. He was pleased every time he saw it.
 - B. He felt that the flag was too small.
 - C. He was fearful every time he saw it.
 - D. He felt that the flag was too colorful.

When **Robert Frost's** father died in 1885, Robert was eleven years old. The family left California. They settled in Massachusetts. Frost attended Lawrence High School. He later married the girl who had tied him there for the best grades. He then entered Dartmouth College. He remained there less than one semester. Returning to Massachusetts, Frost taught school. He also worked in a mill and as a newspaper reporter. From 1897 to 1899, he attended Harvard College as a special student. He left without a degree. Over the next ten years, he wrote (but rarely published) poems and operated a farm in Derry, New Hampshire. Frost supplemented his income by teaching at Pinkerton Academy.

THREE POEMS

by Robert Frost

“FIRE AND ICE”

Some say the world will end in fire,
Some say in ice.
From what I've tasted of desire
I hold with those who favour fire.
But if it had to perish twice,
I think I know enough of hate
To say that for destruction ice
Is also great
And would suffice.

“STOPPING BY WOODS ON A SNOWY EVENING”

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.
My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.
He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.
The woods are lovely, dark and deep.
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

“THE ROAD NOT TAKEN”

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;
Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted
wear;
Though as for that the passing there
Had worn them really about the same,
And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.
I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

1. To which of the following senses do the first two lines of “Fire and Ice” appeal?
 - A. sight
 - B. smell
 - C. hearing
 - D. touch

2. What does the speaker in “Stopping by Woods on a Snowy Evening” want to do?
 - A. meet the farmer
 - B. stay in the woods
 - C. get back home
 - D. go to sleep

3. In “Stopping by Woods on a Snowy Evening,” why doesn’t the speaker remain to watch the snow fall in the woods?
 - A. The owner of the woods will be returning soon.
 - B. The horse is warning him that danger is near.
 - C. The evening is too cold to be standing outside.
 - D. The speaker has certain places he needs to be.

4. Which word BEST describes the mood in “Stopping by Woods on a Snowy Evening”?
 - A. bored
 - B. reflective
 - C. foolish
 - D. cowardly

5. At the end of “The Road Not Taken,” how does the speaker feel?
 - A. The speaker wishes that he could live his life over again.
 - B. The speaker prefers to take walks in the morning.
 - C. The speaker is happy with how his life has turned out.
 - D. The speaker thinks that he missed his one chance to fall in love.

VULCAN AND HIS INVENTIONS

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 - B. They were actually humans.
 - C. They were cruel to one another.
 - D. They were hidden away in mountains.

Nonfiction Reading Test

Google

Directions: Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

You know that you're doing something big when your company name becomes a verb. Ask Xerox. In 1959 they created the first plain paper copy machine. It was one of the most successful products ever. The company name Xerox grew into a verb that means "to copy," as in "Bob, can you Xerox this for me?" Around 50 years later, the same thing happened to Google. Their company name grew into a verb that means "to do an internet search." Now everyone and their grandma knows what it means to Google it.

Unlike Xerox, Google wasn't the first company to invent their product, not by a long shot. Lycos released their search engine in 1993. Yahoo! came out in 1994. AltaVista began serving results in 1995. Google did not come out until years later, in 1998. Though a few years difference may not seem like much, this is a major head start in the fast moving world of tech. So how did Google do it? How did they overtake their competitors who had such huge leads in time and money? Maybe one good idea made all the difference.

There are millions and millions of sites on the internet. How does a search engine know which ones are relevant to your search? This is a question that great minds have been working on for decades. To understand how Google changed the game, you need to know how search engines worked in 1998. Back then most websites looked at the words in your query. They counted how many times those words appeared on each page. Then they might return pages where the words in your query appeared the most. This system did not work well and people often had to click through pages and pages of results to find what they wanted.

Google was the first search engine that began considering links. Links are those blue underlined words that take you to other pages when you click on them. Larry Page, cofounder of Google, believed that meaningful data could be drawn from how those links connect. Page figured that websites with many links pointing at them were more important than those that had few. He was right. Google's search results were much better than their rivals. They would soon become the world's most used search engine.

It wasn't just the great search results that led to Google becoming so well liked. It also had to do with the way that they presented their product. Most of the other search engines were cluttered. Their home pages were filled with everything from news stories to stock quotes. But Google's homepage was, and still is, clean. There's nothing on it but the logo, the search box, and a few links. It almost appears empty. In fact, when they were first testing it, users would wait at the home page and not do anything. When asked why, they said that they were, "waiting for the rest of the page to load." People couldn't imagine such a clean and open page as being complete. But the fresh design grew on people once they got used to it.

These days Google has its hands in everything from self-driving cars to helping humans live longer. Though they have many other popular products, they will always be best known for their search engine. The Google search engine has changed our lives and our language. Not only is it a fantastic product, it is a standing example that one good idea (and a lot of hard work) can change the world.

1. Which event happened last?
 - a. Lycos released their search engine.
 - b. Yahoo! released their search engine.
 - c. Google released their search engine.
 - d. Xerox released their copy machine.

2. Which statement would the author of this text most likely **disagree** with?
 - a. Part of Google's success is due to the design of their homepage.
 - b. Google succeeded by following examples of others in their field.
 - c. Google wasn't the first search engine, but it was the best.
 - d. Google's success may not have been possible without Larry Page.

3. Which best expresses the main idea of the third paragraph?
 - a. There are lots and lots of websites connected to the internet.
 - b. Google created a better way to organize search results.
 - c. Many smart people have worked on search engines over the years.
 - d. Older search engines used unreliable methods to order results.

4. What is the author's main purpose in writing this article?
 - a. To explain how Google overtook its rivals
 - b. To compare and contrast Google and Xerox
 - c. To persuade readers to use Google for internet searches
 - d. To discuss how companies can influence language over time

5. Which statement would the author most likely **agree** with?
 - a. Google became successful because its founders were well-connected.
 - b. Google was the world's first and best search engine.
 - c. Google changed the world by solving an old problem in a new way.
 - d. Google's other products are now more important to its success than search.

6. Which best expresses the main idea of the fourth paragraph?
 - a. Links allow people to surf from one website to the next.
 - b. Larry Page's ideas about links helped Google get to the top.
 - c. Larry Page contributed to the internet by inventing the link.
 - d. Google is a website that serves important links to users.

7. Which best explains why the author discusses Xerox in this text?
 - a. He is discussing big companies that came before Google.
 - b. He is explaining how companies must change with the times.
 - c. He is showing how companies can affect our language.
 - d. He is comparing and contrasting Google and Xerox.

Name: _____

Author's Purpose Worksheet 6

Directions: read the description, determine the author's purpose, and then explain your answer.

1. A handbook teaching people how to negotiate

Author's Purpose:

(to inform, persuade, or entertain) _____

How do you know? Write a sentence explaining your answer.

2. A public service announcement telling kids to stay in school

Author's Purpose:

(to inform, persuade, or entertain) _____

How do you know? Write a sentence explaining your answer.

3. A menu for a local pizzeria listing the sizes and prices of pizzas and available toppings

Author's Purpose:

(to inform, persuade, or entertain) _____

How do you know? Write a sentence explaining your answer.

4. A song about pizza by popular music artist, Miss Directed

Author's Purpose:

(to inform, persuade, or entertain) _____

How do you know? Write a sentence explaining your answer.

5. The track listing to Miss Directed's album, *I Want Pizza*, which shows the order, length, and producer of each song

Author's Purpose:

(to inform, persuade, or entertain) _____

How do you know? Write a sentence explaining your answer.

6. A radio commercial script calling Miss Directed's new album, "The soundtrack of our lives."

Author's Purpose:

(to inform, persuade, or entertain) _____

How do you know? Write a sentence explaining your answer.

7. A pie graph showing how many pies were sold in each flavor during November last year

Author's Purpose:

(to inform, persuade, or entertain) _____

How do you know? Write a sentence explaining your answer.

8. A children's book about a cherry pie and an apple pie that overcome their differences to become good friends

Author's Purpose:

(to inform, persuade, or entertain) _____

How do you know? Write a sentence explaining your answer.

9. A bookmark by the American Dairy Association listing 10 reasons to drink milk

Author's Purpose:

(to inform, persuade, or entertain) _____

How do you know? Write a sentence explaining your answer.

10. A Sunday comic strip that tackles serious issues like immigration and health care

Author's Purpose:

(to inform, persuade, or entertain) _____

How do you know? Write a sentence explaining your answer.

11. A cell phone application that suggests dozens of recipes based on what ingredients you have

Author's Purpose:

(to inform, persuade, or entertain) _____

How do you know? Write a sentence explaining your answer.

Name: _____

Characterization Worksheet 3

Directions: Read the short passages. Answer the question by identifying an implied character trait. Explain your answer by referencing the text.

1. Daren showed up at the banquet with food stains all over his dress shirt. He sat down, put his feet on the table, and burped loudly. The other people sitting at the table looked at each other but continued eating.

What character trait does Daren demonstrate? _____

Explain your answer by referencing the text.

2. Diamond spent twelve hours working on her Popsicle stick White House yesterday. Today she noticed that there are bushes in front of the building, so she spent another six hours making bushes out of construction paper.

What character trait does Diamond demonstrate? _____

Explain your answer by referencing the text.

3. Courtney asked her neighbor if she could borrow an egg to complete a recipe that she had already started. The next day Courtney returned an egg to her neighbor along with a thank you card expressing her sincere gratitude.

What character trait does Courtney demonstrate? _____

Explain your answer by referencing the text.

4. When Angela asked her mother if she could go to the party, her mother said that she could not. So Angela asked her father, who said that she could. She then played her parents off one another until she got her way. Angela enjoyed herself at the party.

What character trait does Angela demonstrate? _____

Explain your answer by referencing the text.

5. Kelvin found a wallet on the ground. He opened up the wallet and saw an old woman's ID card. Kelvin took the money out of the wallet and threw the wallet in a ditch.

What character trait does Kelvin demonstrate? _____

Explain your answer by referencing the text.

6. Kelly likes Aaron because they have many things in common. They have formed a great connection and she thinks that Aaron is very handsome, but Kelly wants to date Burt. Even though Kelly had nothing is common with Burt, he drives a fancy car and he spends a lot of money. She likes this about him.

What character trait does Kelly demonstrate? _____

Explain your answer by referencing the text.

7. Brad spends two to four hours a day grooming himself. This regimen includes an extensive time period during which Brad lovingly admires his appearance in the mirror.

What character trait does Brad demonstrate? _____

Explain your answer by referencing the text.

8. Jared got off the train from his small farm village. He was now in the big city. An unshaven man with a trench coat with several holes in it approached Jared and told him that he was a police officer and that he needed to see Jared's wallet. Jared did not think that the man looked like a police officer, but he didn't want to get arrested on his first day in the city, so Jared reached into the front pocket of his overalls and gave the man his wallet. The man promptly ran away leaving Jared with no money.

What character trait does Jared demonstrate? _____

Explain your answer by referencing the text.

9. It was the bottom of the ninth inning and the home team was down by one. There was a man on second base when Bruce stepped up to the plate. Bruce pointed to right field. The pitcher threw his fastball. Bruce got a hold of it and sent it flying to right field. The home team won.

What character trait does Bruce demonstrate? _____

Explain your answer by referencing the text.

10. Kathy has a big project due in two weeks. She spends the next twelve days interacting with people from her school on social networks. The night before the project is due, she rushes to complete it and gets a C- as a final grade. She was happy with the grade.

What character trait does Kathy demonstrate? _____

Explain your answer by referencing the text.

Name: _____

Context Clues 1.3

Directions: read each sentence and determine the meaning of the word using cross sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning.

1. **unpleasant:** Brian felt that Ms. Golding was much more **unpleasant** than usual and he suspected that she did not have her coffee this morning.

Definition: _____

What clues in the sentence lead you to your definition?

2. **remedy:** The richest man in town was losing his hearing and he offered a large reward to anyone who could find a **remedy** for his condition.

Definition: _____

What clues in the sentence lead you to your definition?

3. **singe:** The curling iron was so hot that Martha **singed** her hair when she tried using it.

Definition: _____

What clues in the sentence lead you to your definition?

4. **quarrel:** Max was sick of **quarreling** with his wife about money when all he wanted to do was enjoy her company.

Definition: _____

What clues in the sentence lead you to your definition?

5. **conclude:** After finding crumbs all over Fido's bed, Mom **concluded** that the dog had eaten the cookies.

Definition: _____

What clues in the sentence lead you to your definition?

6. **enormous:** After taking the final exam, Felix felt as though an **enormous** burden had been lifted.

Definition: _____

What clues in the sentence lead you to your definition?

7. **haughty**: Megan did not like the new girl because she was rich, **haughty**, and kept her nose up high.

Definition: _____

What clues in the sentence lead you to your definition?

8. **dreary**: After the quarterback from the visiting team snuck in for another touchdown, the mood over the home team's bleachers grew quite **dreary**.

Definition: _____

What clues in the sentence lead you to your definition?

9. **dispute**: My father and Mr. McClure, our neighbor, have had a **dispute** as to the property line separating our two houses ever since Mr. McClure planned to build a fence.

Definition: _____

What clues in the sentence lead you to your definition?

10. **absurd**: Bobby thought that Clyde's theories about their substitute teacher being an alien were **absurd**.

Definition: _____

What clues in the sentence lead you to your definition?

11. **involuntary**: As a student serving a detention, Derrick's participation on the school cleanup crew was **involuntary**, unlike Scott, who genuinely wanted to make the school a better place.

Definition: _____

What clues in the sentence lead you to your definition?

12. **native**: Unlike most of the college students, who came to DeKalb from many different parts of the state and nation to attend the university, Cletus was a **native** of the town, born and raised.

Definition: _____

What clues in the sentence lead you to your definition?

Bonus: Define each of the words on a separate sheet of paper to check your answers. Attach your sheet.



7th Grade Learning Packet

**Check What You Know****Adding and Subtracting Rational Numbers**

Evaluate each expression.

a

1. opposite of 45 _____

2. opposite of 21 _____

3. opposite of 52 _____

4. $|7| =$ _____

5. $-|35| =$ _____

b

opposite of -9 _____

opposite of 6 _____

opposite of -89 _____

$|-34| =$ _____

$-|-56| =$ _____

c

opposite of -10 _____

opposite of -31 _____

opposite of 18 _____

$|58| =$ _____

$|-39| =$ _____

Identify the property of addition described as *commutative*, *associative*, or *identity*.

6. The sum of any number and zero is the original number. _____

7. When two numbers are added, the sum is the same regardless of the order of addends.

8. When three or more numbers are added, the sum is the same regardless of how the addends are grouped. _____

a

9. $7 + (1 + 9) = (7 + 1) + 9$

10. $9 + 5 = 5 + 9$

11. $6 + (-6) = 0$

12. $15 + 0 = 15$

b

$3 + 0 = 3$

$8 + 10 = 10 + 8$

$(6 + 3) + 7 = 6 + (3 + 7)$

$13 + 2 = 2 + 13$

**Check What You Know****Adding and Subtracting Rational Numbers**

Add or subtract. Write fractions in simplest form.

$$\begin{array}{r} \mathbf{13.} \quad 2\frac{1}{4} \\ + 2\frac{2}{3} \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{b} \quad 3\frac{1}{2} \\ + 2\frac{1}{7} \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{c} \quad 2\frac{1}{8} \\ + 4\frac{2}{3} \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{d} \quad 1\frac{5}{7} \\ + 2\frac{4}{5} \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{14.} \quad 6\frac{1}{3} \\ - 2\frac{1}{4} \\ \hline \end{array}$$

$$\begin{array}{r} \frac{3}{8} \\ - \frac{1}{4} \\ \hline \end{array}$$

$$\begin{array}{r} 5\frac{3}{10} \\ - 2\frac{4}{5} \\ \hline \end{array}$$

$$\begin{array}{r} 3\frac{4}{7} \\ - 1\frac{1}{2} \\ \hline \end{array}$$

$$\mathbf{15.} \quad \mathbf{a} \quad -3 + 2 = \underline{\hspace{2cm}}$$

$$\mathbf{b} \quad 3 + (-2) = \underline{\hspace{2cm}}$$

$$\mathbf{c} \quad 7 + (-4) = \underline{\hspace{2cm}}$$

$$\mathbf{16.} \quad -8 + (-3) = \underline{\hspace{2cm}}$$

$$-7 + 6 = \underline{\hspace{2cm}}$$

$$-4 + (-9) = \underline{\hspace{2cm}}$$

$$\mathbf{17.} \quad 6 - 12 = \underline{\hspace{2cm}}$$

$$3 - (-4) = \underline{\hspace{2cm}}$$

$$-2 - 4 = \underline{\hspace{2cm}}$$

SHOW YOUR WORK

Solve each problem.

- 18.** One box of clips weighs $4\frac{2}{3}$ ounces. Another box weighs $5\frac{3}{8}$ ounces. What is the total weight of the two boxes?

The total weight is _____ ounces.

- 19.** Luggage on a certain airline is limited to 2 pieces per person. Together, the 2 pieces can weigh no more than $58\frac{1}{2}$ pounds. If a passenger has one piece of luggage that weighs $32\frac{1}{3}$ pounds, what is the most the second piece can weigh?

The second piece can weigh _____ pounds.

- 20.** Mavis spends $1\frac{1}{4}$ hours on the bus every weekday (Monday through Friday). How many hours is she on the bus each week?

She is on the bus _____ hours each week.

18.**19.****20.**

Lesson 1.1 Understanding Absolute Value

The **absolute value** of a number is a number that is the same distance from zero on a number line as the given number, but on the opposite side of zero.



-8 and 8 are absolute value because they are the same distance from zero on opposite sides of the number line.

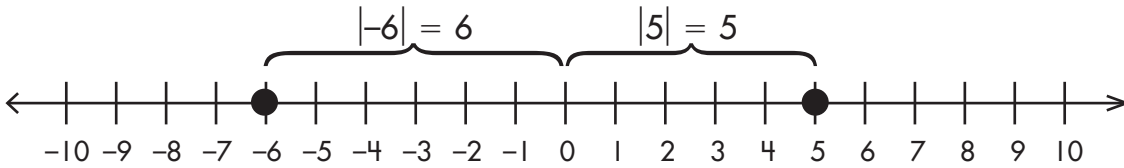
Evaluate the expressions below.

a**b****c**

- | | | |
|-----------------------------|-------------------------|-------------------------|
| 1. opposite of 19 _____ | opposite of -7 _____ | opposite of -2 _____ |
| 2. opposite of 28 _____ | opposite of -50 _____ | opposite of 10 _____ |
| 3. opposite of 92 _____ | opposite of -31 _____ | opposite of -74 _____ |
| 4. opposite of 936 _____ | opposite of 76 _____ | opposite of 65 _____ |
| 5. opposite of -32 _____ | opposite of -36 _____ | opposite of 73 _____ |
| 6. opposite of 55 _____ | opposite of -47 _____ | opposite of 87 _____ |
| 7. opposite of -61 _____ | opposite of 37 _____ | opposite of -23 _____ |
| 8. opposite of 25 _____ | opposite of 68 _____ | opposite of -53 _____ |
| 9. opposite of 71 _____ | opposite of -99 _____ | opposite of 90 _____ |
| 10. opposite of 40 _____ | opposite of 44 _____ | opposite of -77 _____ |
| 11. opposite of -52 _____ | opposite of 66 _____ | opposite of -95 _____ |
| 12. opposite of 15 _____ | opposite of -20 _____ | opposite of -9 _____ |

Lesson 1.2 Absolute Values and Integers

The **absolute value** of a number is the distance between 0 and the number on a number line. Remember that distance is always a positive quantity (or zero). Absolute value is shown by vertical bars on each side of the number.



Evaluate the expressions below.

a**b****c**

1. $|91| = \underline{\hspace{2cm}}$

$|-19| = \underline{\hspace{2cm}}$

$|-9| = \underline{\hspace{2cm}}$

2. $|1| = \underline{\hspace{2cm}}$

$|-199| = \underline{\hspace{2cm}}$

$|0| = \underline{\hspace{2cm}}$

3. $|-762| = \underline{\hspace{2cm}}$

$|78| = \underline{\hspace{2cm}}$

$|-302| = \underline{\hspace{2cm}}$

4. $|-4002| = \underline{\hspace{2cm}}$

$-|668| = \underline{\hspace{2cm}}$

$-|-8701| = \underline{\hspace{2cm}}$

5. $|23| = \underline{\hspace{2cm}}$

$|-56| = \underline{\hspace{2cm}}$

$-|432| = \underline{\hspace{2cm}}$

6. $|-53| = \underline{\hspace{2cm}}$

$|694| = \underline{\hspace{2cm}}$

$-|-274| = \underline{\hspace{2cm}}$

7. $|-516| = \underline{\hspace{2cm}}$

$|883| = \underline{\hspace{2cm}}$

$-|637| = \underline{\hspace{2cm}}$

8. $|413| = \underline{\hspace{2cm}}$

$|-590| = \underline{\hspace{2cm}}$

$|739| = \underline{\hspace{2cm}}$

9. $|-281| = \underline{\hspace{2cm}}$

$|40| = \underline{\hspace{2cm}}$

$-|-826| = \underline{\hspace{2cm}}$

10. $|206| = \underline{\hspace{2cm}}$

$|372| = \underline{\hspace{2cm}}$

$|973| = \underline{\hspace{2cm}}$

11. $-|533| = \underline{\hspace{2cm}}$

$|-836| = \underline{\hspace{2cm}}$

$|954| = \underline{\hspace{2cm}}$

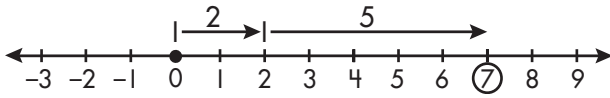
12. $|-344| = \underline{\hspace{2cm}}$

$-|-711| = \underline{\hspace{2cm}}$

$|-219| = \underline{\hspace{2cm}}$

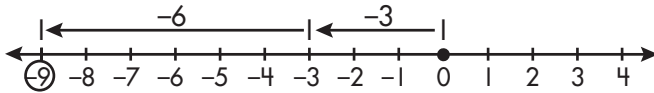
Lesson 1.5 Adding Integers

The sum of two positive integers is a positive integer.



$$2 + 5 = 7$$

The sum of two negative integers is a negative integer.



$$-3 + -6 = -9$$

To find the sum of two integers with opposite signs, subtract the digit of lesser value from the digit of greater value and keep the sign of the greater digit.



$$5 + (-3) = 5 - 3 = 2$$

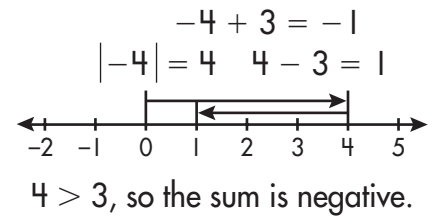
Add.

- | | a | b | c | d |
|------------|-------------------|-------------------|-------------------|-------------------|
| 1. | $3 + 4$ _____ | $-3 + (-4)$ _____ | $3 + (-4)$ _____ | $-3 + 4$ _____ |
| 2. | $-3 + (-3)$ _____ | $3 + (-3)$ _____ | $-3 + 3$ _____ | $3 + 3$ _____ |
| 3. | $5 + (-1)$ _____ | $-5 + 1$ _____ | $-5 + (-1)$ _____ | $5 + 1$ _____ |
| 4. | $-7 + 3$ _____ | $-7 + (-3)$ _____ | $7 + (-3)$ _____ | $7 + 3$ _____ |
| 5. | $4 + 7$ _____ | $4 + (-7)$ _____ | $-4 + (7)$ _____ | $-4 + (-7)$ _____ |
| 6. | $8 + (-8)$ _____ | $-8 + (-8)$ _____ | $8 + 8$ _____ | $-8 + 8$ _____ |
| 7. | $-3 + 0$ _____ | $3 + 0$ _____ | $-5 + (-6)$ _____ | $-5 + 6$ _____ |
| 8. | $5 + (-6)$ _____ | $5 + 6$ _____ | $-8 + 0$ _____ | $8 + 0$ _____ |
| 9. | $-3 + 6$ _____ | $-3 + (-6)$ _____ | $3 + 6$ _____ | $3 + (-6)$ _____ |
| 10. | $-6 + (-4)$ _____ | $-6 + 4$ _____ | $6 + (-4)$ _____ | $6 + 4$ _____ |

Lesson 1.5 Adding Integers

To find the sum of two integers with different signs, find their absolute values. Remember, **absolute value** is the distance (in units) that a number is from 0, expressed as a positive quantity. Subtract the lesser number from the greater number. Absolute value is written as $|n|$.

The sum has the same sign as the integer with the larger absolute value.



Add.

a

b

c

1. $6 + 2 = \underline{\hspace{2cm}}$

$9 + (-4) = \underline{\hspace{2cm}}$

$7 + (-9) = \underline{\hspace{2cm}}$

2. $-4 + 7 = \underline{\hspace{2cm}}$

$-3 + (-6) = \underline{\hspace{2cm}}$

$-12 + 11 = \underline{\hspace{2cm}}$

3. $-16 + 0 = \underline{\hspace{2cm}}$

$13 + (-24) = \underline{\hspace{2cm}}$

$-6 + 8 = \underline{\hspace{2cm}}$

4. $0 + (-9) = \underline{\hspace{2cm}}$

$-1 + 2 = \underline{\hspace{2cm}}$

$1 + (-2) = \underline{\hspace{2cm}}$

5. $-4 + 4 = \underline{\hspace{2cm}}$

$3 + (-6) = \underline{\hspace{2cm}}$

$7 + (-17) = \underline{\hspace{2cm}}$

6. $-45 + 21 = \underline{\hspace{2cm}}$

$41 + 44 = \underline{\hspace{2cm}}$

$33 + 25 = \underline{\hspace{2cm}}$

7. $27 + (-39) = \underline{\hspace{2cm}}$

$20 + 1 = \underline{\hspace{2cm}}$

$3 + (-3) = \underline{\hspace{2cm}}$

8. $-12 + (-12) = \underline{\hspace{2cm}}$

$35 + (-26) = \underline{\hspace{2cm}}$

$-22 + 16 = \underline{\hspace{2cm}}$

9. $31 + 17 = \underline{\hspace{2cm}}$

$-9 + (-6) = \underline{\hspace{2cm}}$

$-47 + 36 = \underline{\hspace{2cm}}$

10. $4 + 5 = \underline{\hspace{2cm}}$

$-43 + 35 = \underline{\hspace{2cm}}$

$24 + (-33) = \underline{\hspace{2cm}}$

Lesson 1.6 Subtracting Integers

Subtract.

a

1. $-32 - (-27) = \underline{\hspace{2cm}}$

2. $7 - (-37) = \underline{\hspace{2cm}}$

3. $16 - (-1) = \underline{\hspace{2cm}}$

4. $-44 - 24 = \underline{\hspace{2cm}}$

5. $-49 - (-46) = \underline{\hspace{2cm}}$

6. $-32 - (-50) = \underline{\hspace{2cm}}$

7. $-5 - (-30) = \underline{\hspace{2cm}}$

8. $-33 - 39 = \underline{\hspace{2cm}}$

9. $32 - (-41) = \underline{\hspace{2cm}}$

10. $-50 - 19 = \underline{\hspace{2cm}}$

11. $-18 - (-4) = \underline{\hspace{2cm}}$

12. $56 - (-21) = \underline{\hspace{2cm}}$

13. $31 - (-31) = \underline{\hspace{2cm}}$

14. $-87 - 6 = \underline{\hspace{2cm}}$

b

$-26 - 3 = \underline{\hspace{2cm}}$

$-9 - 48 = \underline{\hspace{2cm}}$

$24 - (-49) = \underline{\hspace{2cm}}$

$-31 - 34 = \underline{\hspace{2cm}}$

$-16 - 49 = \underline{\hspace{2cm}}$

$-32 - (-21) = \underline{\hspace{2cm}}$

$14 - (-20) = \underline{\hspace{2cm}}$

$4 - (-8) = \underline{\hspace{2cm}}$

$40 - 44 = \underline{\hspace{2cm}}$

$48 - (-32) = \underline{\hspace{2cm}}$

$-45 - 13 = \underline{\hspace{2cm}}$

$-11 - 34 = \underline{\hspace{2cm}}$

$26 - (-9) = \underline{\hspace{2cm}}$

$-90 - 12 = \underline{\hspace{2cm}}$

c

$28 - (-20) = \underline{\hspace{2cm}}$

$28 - (-15) = \underline{\hspace{2cm}}$

$-30 - (-36) = \underline{\hspace{2cm}}$

$-31 - (-13) = \underline{\hspace{2cm}}$

$18 - 28 = \underline{\hspace{2cm}}$

$-48 - (-47) = \underline{\hspace{2cm}}$

$9 - (-47) = \underline{\hspace{2cm}}$

$1 - (-42) = \underline{\hspace{2cm}}$

$-13 - (-39) = \underline{\hspace{2cm}}$

$-14 - (-39) = \underline{\hspace{2cm}}$

$8 - (-67) = \underline{\hspace{2cm}}$

$24 - (-17) = \underline{\hspace{2cm}}$

$-83 - (-3) = \underline{\hspace{2cm}}$

$-46 - (-9) = \underline{\hspace{2cm}}$

Lesson 1.9 Problem Solving**SHOW YOUR WORK**

Solve each problem.

1. At closing time, the bakery had $2\frac{1}{4}$ apple pies and $1\frac{1}{2}$ cherry pies left. How much more apple pie than cherry pie was left?

There was _____ more of an apple pie than cherry.

2. The hardware store sold $6\frac{3}{8}$ boxes of large nails and $7\frac{2}{5}$ boxes of small nails. In total, how many boxes of nails did the store sell?

The store sold _____ boxes of nails.

3. Nita studied $4\frac{1}{3}$ hours on Saturday and $5\frac{1}{4}$ hours on Sunday. How many hours did she spend studying?

She spent _____ hours studying.

4. Kwan is $5\frac{2}{3}$ feet tall. Mary is $4\frac{11}{12}$ feet tall. How much taller is Kwan?

Kwan is _____ foot taller.

5. This week, Jim practiced the piano $1\frac{1}{8}$ hours on Monday and $2\frac{3}{7}$ hours on Tuesday. How many hours did he practice this week? How much longer did Jim practice on Tuesday than on Monday?

Jim practiced _____ hours this week.

Jim practiced _____ hours longer on Tuesday.

6. Oscar caught a fish that weighed $4\frac{1}{6}$ pounds and then caught another that weighed $6\frac{5}{8}$ pounds. How much more did the second fish weigh?

The second fish weighed _____ pounds more.

1.

2.

3.

4.

5.

6.

Lesson 1.9 Problem Solving**SHOW YOUR WORK**

Solve each problem.

1. One cake recipe calls for $\frac{2}{3}$ cup of sugar. Another recipe calls for $1\frac{1}{4}$ cups of sugar. How many cups of sugar are needed to make both cakes?

_____ cups of sugar are needed.

2. Nicole and Daniel are splitting a pizza. Nicole eats $\frac{1}{4}$ of a pizza and Daniel eats $\frac{2}{3}$ of it. How much pizza is left?

_____ of the pizza is left.

3. The Juarez family is making a cross-country trip. On Saturday, they traveled 450.8 miles. On Sunday, they traveled 604.6 miles. How many miles have they traveled so far?

They have traveled _____ miles.

4. Kathy's science book is $1\frac{1}{8}$ inches thick. Her reading book is $1\frac{3}{8}$ inches thick. How much thicker is her reading book than her science book?

It is _____ inches thicker.

5. A large watermelon weighs 10.4 pounds. A smaller watermelon weighs 3.6 pounds. How much less does the smaller watermelon weigh?

It weighs _____ pounds less.

6. Terrance picked 115.2 pounds of apples on Monday. He picked 97.6 pounds of apples on Tuesday. How many pounds of apples did Terrance pick altogether?

Terrance picked _____ pounds of apples.

1.

2.

3.

4.

5.

6.



Check What You Learned

Adding and Subtracting Rational Numbers

Evaluate each expression.

a

1. opposite of -54 _____

2. opposite of -6 _____

3. opposite of 54 _____

4. $|-35| =$ _____

5. $-|75| =$ _____

b

opposite of 19 _____

opposite of 21 _____

opposite of -34 _____

$-|-43| =$ _____

$-|83| =$ _____

c

opposite of 31 _____

opposite of -10 _____

opposite of 86 _____

$|35| =$ _____

$-|99| =$ _____

Identify the property of addition described as *commutative*, *associative*, or *identity*.

6. When two numbers are added, the sum is the same regardless of the order of addends.

7. When three or more numbers are added, the sum is the same regardless of how the addends are grouped.

8. The sum of any number and zero is the original number.

a

9. $4 + 10 = 10 + 4$ _____

10. $(1 + 8) + 2 = 1 + (8 + 2)$ _____

11. $8 + 0 = 8$ _____

12. $12 + 9 = 9 + 12$ _____

b

$1 + (-1) = 0$ _____

$3 + 5 = 5 + 3$ _____

$2 + (6 + 4) = (2 + 6) + 4$ _____

$(8 + 5) + 3 = 8 + (5 + 3)$ _____

The People of Africa

Africa is a huge continent and has more independent countries in it than any other continent, over 50 countries. Since Africa extends thousands of miles from north to south and much of Africa sits on the equator, there is great variety in the climate and vegetation across the continent. All of these things influence the culture of people living in Africa. Unfortunately Africa is the world's poorest region and this



has a great impact on how the people of Africa live. Most people live in poor rural areas without roads connecting the villages and no electricity or clean water. Rural people who move to the cities to look for work end up living in terrible slums.

The cultures of Africa can be divided into North Africa and Africa south of the Sahara Desert. North Africa borders the Mediterranean Sea and these Africans, like those in Egypt, traded with Greeks, Romans and others thousands of years ago using the Mediterranean Sea for transportation of goods. Many of these people speak Arabic and share the ethnic and

religious heritage of the Mediterranean area.

Africa is home to a large number of tribal people. To give an idea of the diversity of African people, there are over 2,000 languages spoken by the people living there. For example, Nigeria has 500 languages and Ethiopia has 80. Africa also has many people of European descent who migrated there during the period of colonization. European countries colonized Africa like they colonized North and South America. But the countries of Africa did not receive their independence until the late 1900s. Namibia became independent in 1990 and Eritrea in 1993. The Europeans divided Africa into countries without considering old tribal territories and rival tribes continue to fight amongst each other. The people of Africa face many difficult problems to provide healthcare, education and a decent way of life for themselves and their children.

Name: _____ Date: _____

Multiple Choice Questions - People

Circle the correct answer.

1. Africa
 - a. Has more countries than any other continent
 - b. Has over 2,000 languages
 - c. Is the poorest area of the world
 - d. All of the above

2. North African people
 - a. Are culturally similar to people around the Mediterranean Sea
 - b. Speak 2,000 languages
 - c. Are of European descent
 - d. All of the above

3. The culture of Africa is influenced by
 - a. Climate
 - b. Many tribes
 - c. Both a. and b.
 - d. None of the above

4. People who live in rural African villages
 - a. Don't have electricity
 - b. Don't have clean water
 - c. Don't have good roads
 - d. All of the above

5. Countries in Africa that were European colonies received their independence in the
 - a. 1700s like the United States
 - b. 1800s
 - c. 1900s
 - d. None of the above

6. Which of the following countries are in Africa?
 - a. Egypt
 - b. Nigeria
 - c. Eritrea
 - d. All of the above

Booker T. Washington

For Booker Taliaferro Washington, born April 5th 1856, life didn't start out so well. Booker T. Washington was born on a tobacco farm in Franklin County, Virginia, to a world of slavery and segregation. By the time he died on November 14th 1915 Booker T. Washington had educated the American people, been an orator, an author and most notably a fierce leader of the nation's African-American community from the 1890's onwards. Booker T. Washington was born with nothing but the will to make the world a better place, which he accomplished and is remembered for.

Educating a slave was considered a crime at this time. Booker did go to school, not to learn as he would have liked, but to carry the books for one of James Burroughs's daughters. In Booker T Washington's book *Up from Slavery* he says "I had the feeling that to get into a schoolhouse and study would be about the same as getting into paradise."

In 1865, after the Emancipation Proclamation ended slavery, Booker's family moved to Malden, West Virginia to be with Booker's stepfather. After being refused the right to learn and study as a slave, Booker had a great desire to learn, and attended school in Malden. Booker worked in a salt mine, starting each day before dawn so he could earn money and have time to go to school.



He was so desperate to learn that at the age of 16, Booker walked 500 miles back to Virginia to enroll in a new school for black students. At first, he didn't make a very good first impression on the head teacher with his ragged clothes and country ways. It was only after he cleaned a room to her satisfaction that he was allowed to stay at the school. Booker went on to teach at Hampton, he then became the principal and leading force behind the Tuskegee Institute in Alabama, which he founded in 1881.

Booker T Washington never forgot his roots and remained loyal to his philosophy of hard work. From his book *Up from Slavery*, Booker says 'There was no period of my life that was devoted to play. From the time that I can remember anything, almost every day of my life has been occupied in some kind of labor.'

In 1881 Booker became recognized as the nation's foremost black educator and one of the most influential men of his generation. Booker T. Washington knew that the end of slavery legally didn't mean the end of the fight for his people. Booker knew freedom only began the hard journey African Americans had ahead for them in becoming equal citizens.

In the last season of his life, Booker T. Washington openly attacked the social disease of racism. In 1915, Booker, along with others, protested against the stereotypical portrayal of blacks in the film *Birth of a Nation*.

At the premature age of 59, Booker T Washington died, but in a few decades Booker had broken through the obstacles of a corrupt society and helped African Americans break free from the economic slavery and injustice that lingered long after the laws had been changed.

Name _____ Date _____

Booker T. Washington: Graphic Organizer

Location:

Best Known For:

Time Period

Highlights of Career/Life



What Significant Role Did He Play In African American History?

Marcus Garvey

Born August 17, 1887, in St. Ann's Bay, Jamaica, Marcus Garvey would go on to become a speaker, leader, and founder of the UNIA, the Universal Negro Improvement Association. He is best known for his efforts in the "Back to Africa" movement, which encouraged African-Americans to return to their home roots in Africa. He encouraged African American citizens to be independent, believe in their own self worth, and proclaimed "black is beautiful" long before the 1960's.



Marcus Garvey was the youngest of 11 siblings. His father loved to read, and passed the love of books on to young Marcus. By the time Marcus turned 14, he had left school, and begun working as a printer's apprentice. He later edited several newspapers in Panama and Costa Rica, before arriving in the United States in 1916.

In 1914, Marcus Garvey founded the UNIA, and began promoting his message of black pride and independence to the world. He called for freedom for black citizens in African nations, and for African-Americans to return to their roots in Africa. Garvey and his views were often at odds with other civil rights advocates of the time, and the NAACP itself. His insistence that American citizens should return to Africa, a country that some had never seen, caused many in the Civil Rights movement to treat him with scorn.

Garvey was a powerful speaker, and could motivate large crowds of people with ease. He attracted many supporters, and continued to urge his followers to return to their homeland. His speeches attracted followers, who came to see him in person. Garvey lobbied the country of Liberia to grant lands for settlement by African American citizens, but was unsuccessful at securing land for his cause.

He formed the Black Star Line shipping company in 1919, to promote trade between black nations, and to provide transport for passengers wishing to return to Africa. The Black Star Line would later be a source of trouble for Garvey—in 1923 he was charged and convicted of mail fraud, and would spend the next four years in prison.

There is some suspicion that Marcus Garvey was prosecuted more for political reasons than criminal ones, but no confirmation of this exists. There were some legitimate problems with the Black Star Line, and the way it conducted its financial affairs, but questions remain about the conviction.

After Marcus Garvey was released from prison in 1927, he was deported to Jamaica, and would live out the rest of his life in relative obscurity. He moved to London, where died in 1940. Though Marcus Garvey's work was often the subject of controversy, he paved the way for later radical leaders like Malcolm X, and holds a place alongside Civil Rights leaders of his time.

Name: _____ Date: _____

Short Answer Questions – Marcus Garvey

1. What was the "Back to Africa" movement?
2. What was Garvey's relationship with other civil rights activists and the NAACP like?
3. How did Marcus Garvey put his message out to followers?
4. What was the purpose of the Black Star Line?
5. How did Marcus Garvey try to secure a spot in Africa for American citizens to return to?
6. What did Marcus Garvey want African Americans to do?
7. What do you think was Marcus Garvey's most important achievement?

Name _____ **Capitalism**



Capitalism

Capitalism is a type of economic system. In a capitalist system, businesses are owned and managed by the people, rather than by the government. The opposite of capitalism is a command economy. In a command economy, the government determines what products are available for sale and how much they should cost.

Capitalism is also known as a free market system. The free market system was first described in a book called *The Wealth of Nations* by Adam Smith in 1776. In this book, Smith asserted that governments should not get involved in the economy because the most healthy economies are those that find their own equilibrium. Examples of the kinds of issues that get worked out by a free market include what products are for sale, how much they should cost, what products people decide to buy, and how much they are willing to pay for them.

The free market system is based on the concept of supply and demand. The balance between supply and demand affects the price of a product. If demand is very high and supply is very low, the price of a product will be artificially high. If demand is very low and supply is very high, the price of a product will be artificially low. The concept of supply and demand says that the ideal price of a product is the one at which there is as much demand for a product as there is supply.

Today, most countries have what is actually a mixed economy. Private businesses set their own prices and determine what products will be sold, but the government still plays a role. There are laws against a company having a monopoly (exclusive control) over one particular product or service. There are also laws requiring workplace safety and environmental protection, and prohibiting discrimination. Other governmental interventions like taxes and Social Security redistribute wealth and provide some economic support to those who need it the most.

Name _____ **Capitalism**

QUESTIONS: Capitalism

Circle the correct answer.

1. In a capitalist system, businesses are owned and managed by:
 - A. the government
 - B. the people
 - C. the market
 - D. Adam Smith

2. What is the opposite of capitalism?
 - A. the free market system
 - B. a mixed economy
 - C. a command economy
 - D. supply and demand

3. Capitalism is based on the concept of:
 - A. supply and demand
 - B. the free market
 - C. the command economy
 - D. laws against monopolies

4. A company with a monopoly has _____ over a particular business.
 - A. no control
 - B. government control
 - C. exclusive control
 - D. supply and demand

5. In a mixed economy:
 - A. private businesses set their own prices
 - B. private businesses determine what products will be sold
 - C. the government plays a role by making and enforcing laws
 - D. all of the above

Determine the author's purpose for each of the following. Use inform, persuade or entertain.

1. HAMSTERS FOR SALE: Humble Pet Store, in the mall: We have a large selection of hamsters for sale this week. They are interesting pets, and you will enjoy having one! They are only \$17.99 this week!! Come and buy yours today!

What is the author's purpose ? _____

2. Calligraphy is a form of handwriting . A special pen must be used. Letters are formed using up and down strokes. Most old documents were written in this form. Diplomas, certificates, and other awards are often written in calligraphy.

What is the author's purpose? _____

3. Katrina and her brother, Jesse were playing with the water hose outside one day. Jesse ran to the house to hide from Katrina so she wouldn't squirt him with the water. The back door opened, and Katrina pointed the water hose toward the door ready to squirt Jesse. To Katrina's surprise it was Mom who was now dripping wet!

What is the author's purpose? _____

Determine the author's purpose for each of the following. Use Inform, persuade or entertain.

1. *Skin Miracle's* amazing Wrinkle Remover Cream will make you look younger in thirty days or less. This remarkable cream has special ingredients to make your wrinkles disappear. The cost for a thirty day supply is \$25.99. You'll be amazed at what you see!

What is the author's purpose of this writing? _____

2. Tommy was not happy one little bit. His sister, Susan was making honor roll... again! His parents would let her do anything she wanted to do. Tommy was not making honor roll this time and he was not going to be allowed to do all the things he wanted to do. Poor Tommy! He decided he would just have to study harder and get back on the honor roll. He'd show them!

What is the author's purpose of this writing? _____

3. Laura Elizabeth Ingalls Wilder was born on February 7, 1867 in Pepin, Wisconsin to Charles and Caroline Ingalls. She met and married James Wilder in 1885. She published many books based on her travels to the West. Her writing became the basis for the "Little House" series. She died in 1957.

What is the author's purpose of this writing? _____

Context Clues

If you are not sure what a word means, one way of figuring out what the word may mean is by using context clues.

Using context clues means using the information around the word you don't know. These words may help you discover what the unknown word means. Sometimes a word's definition may become clearer after reading the entire paragraph where it appears. You can also use the information in the rest of the paragraph to help you figure out what the word means.

Read each sentence or paragraph and circle the correct answer.

1. The archaeologist carefully removed the **tome** from its ancient resting place and proceeded to read the pages related to marriage in ancient Greece.

What does the word tome probably mean?

- a. pen b. weapon c. book d. sausage

2. The Navajo language is an unwritten language of extreme complexity with no alphabet or symbols, and is spoken only on the lands of the Navajo Nation in the American Southwest. During World War II a Navajo code was created for the U.S. Navy. This code was **virtually** undecipherable to anyone except Navajo speaking persons.

What does the word virtually probably mean?

- a. pleasant b. almost c. never d. always

3. Lakes occupy less than two percent of the Earth's surface, yet they help **sustain** life. For instance, lakes give us fish to eat, irrigate crops, and generate electrical power.

What does the word sustain probably mean?

- a. support b. obstruct c. prolong d. destroy

4. The ancient Greeks **pioneered** many of the kinds of writing we consider standard today. They wrote speeches, plays, poems, books about science and learning, long histories of the things that happened to them.

What does the word pioneered probably mean?

- a. complicated b. developed c. destroyed d. explored

5. Fifty-five mostly **prominent**, male delegates attended the Philadelphia Convention in 1787. About seventy-five percent of the delegates had served in Congress and others were important people in their home states. These men are often referred to as the Framers of the Constitution.

What does the word prominent probably mean?

- a. unimportant b. unknown c. common d. important

6. Bats that eat fruit and nectar spread seeds and help flowers grow. Without bats many important plants would not **thrive**.

What does the word thrive probably mean?

- a. flourish b. die c. wither d. deteriorate

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Name: _____

Fact or Opinion?

	<u>Statement</u>	<u>Fact or Opinion?</u>
1.	Bats are nocturnal mammals.	_____
2.	Bats look very scary and mean.	_____
3.	I think it will rain today.	_____
4.	It is raining hard outside today.	_____
5.	I think the Hurricanes will win their game.	_____
6.	The Hurricanes won 6-0 last weekend.	_____
7.	Chocolate milk tastes great!	_____
8.	The milk we drink comes from cows.	_____
9.	I think my friend plays the piano.	_____
10.	The piano has 88 ivory keys on it.	_____
11.	The continent we live on is North America.	_____
12.	My school is the best school ever!	_____
13.	I love to play outdoors.	_____
14.	I think I'm a pretty good swimmer.	_____



Name: _____

Fact or Opinion?

	<u>Statement</u>	<u>Fact or Opinion?</u>
1.	Bats are nocturnal mammals.	F _____
2.	Bats look very scary and mean to me.	O _____
3.	I think it will rain today.	O _____
4.	It is raining hard outside today.	F _____
5.	I think the Hurricanes will win their game.	O _____
6.	The Hurricanes won 6-0 last weekend.	F _____
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13.	I love to play outdoors.	F _____
14.	I think I'm a pretty good swimmer.	O _____



Name: _____

Fact or Opinion?

	<u>Statement</u>	<u>Fact or Opinion?</u>
1.	Dogs are my favorite kind of animal.	_____
2.	Dogs come in many different breeds.	_____
3.	I think my dog is the best dog of all.	_____
4.	I think elephants are the heaviest animal.	_____
5.	Elephants eat grass, small branches and bark.	_____
6.	Blue is my favorite color.	_____
7.	Blue is the color of the sky.	_____
8.	Roses are the nicest smelling flower.	_____
9.	Roses have thorny stems.	_____
10.	The sun is actually a star.	_____
11.	Without the sun, earth could not support life.	_____
12.	Earth orbits the sun every 365 days.	_____
13.	I think tomorrow will be a sunny day.	_____
14.	My favorite season is the fall.	_____



Name: _____

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4.	I think elephants are the heaviest animal.	O (although a fact) _____
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6.	Blue is my favorite color.	F _____
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8.	Roses are the nicest smelling flower.	O _____
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Setting and Steps in a Process

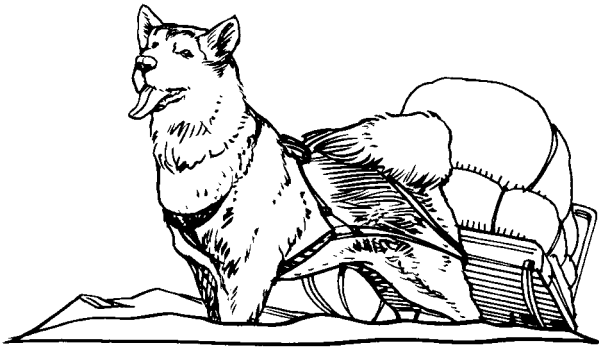
Directions: Read the passage. Then read each question about the passage. Choose the best answer to each question. Mark the letter for the answer you have chosen.

A Cold Journey

Roald Amundsen left Norway secretly. He wanted to beat the British explorer Robert Scott to the South Pole. No explorer had traveled so far.

Amundsen and his team reached the edge of Antarctica in January. They took a few trips inland to set up supplies of food and fuel. Then they waited for spring to arrive so they could travel.

In October, spring arrived. Amundsen's team began its trip through Antarctica to the South Pole. The trip was painstaking. They ran out of the food they had brought. In order to survive, they had to kill and eat the weaker sled dogs. But on December 14, 1911, Amundsen and his team became the first people to reach the South Pole. Soon Amundsen was famous throughout the world.



- Most of this story is set—
 - in Norway.
 - in Britain.
 - in Antarctica.
 - all over the world.

- How would this story be different if Robert Scott had already reached the South Pole?
 - Amundsen would not have left secretly.
 - Amundsen could have traveled in January.
 - Amundsen could have gotten food from Scott.
 - Amundsen would have been as famous as Scott.
- What did Amundsen do first?
 - He set up camp at the edge of Antarctica.
 - He left Norway secretly.
 - He set up supplies.
 - He began his trip through the Antarctic.
- Before Amundsen left the edge of the Antarctic, he—
 - killed weaker sled dogs.
 - set up supplies of food and fuel.
 - met with Robert Scott.
 - traveled to the South Pole.
- How does the Antarctic setting affect Amundsen's actions?
 - Dogs have to be killed and eaten when food runs out.
 - He has to get more dogs to keep traveling.
 - He has to send far away for help.
 - He has to travel alone.



Notes for Home: Your child identified the time and place in which a story takes place, and the order in which story events happened. **Home Activity:** Have your child choose a favorite story. With your child, identify the time and place in which the story takes place.

Setting and Steps in a Process Answer Key (15871)

1. C
2. F
3. B
4. F
5. A

Making Predictions Worksheet 1

Directions: Read the following passages. Determine what event is likely to occur next. Explain your answer using textual evidence.

Vince Thunder waved to the crowd one more time before he put on his motorcycle helmet. The crowd cheered uproariously. Vince looked down the ramp and across the 17 school busses that he was about to attempt to jump. It was a difficult trick and everything would need to go right for him to nail it. His cape blew in the wind. As Vince hopped on his motorcycle and started down the ramp, he noticed something that he had not seen before. There was large oil slick at the end of the ramp. He attempted to stop the bike, but it was too late. He had already built up too much momentum...

1. What event is most likely to occur next? _____

2. What evidence from the text supports your prediction?

Rex sat at the mouth of the alley and chewed the bone that he had found by the dumpster. It was a meaty bone that had belonged to a larger animal, perhaps a state fair prize winning pig. Rex was attracted to the bone by its strong scent. Apparently, he was not the only one who could smell it. He heard the jangle of tags behind him and turned to see a larger dog. Rex released the bone and began growling at the other dog. The other dog began growling at Rex. The two dogs inched toward one another, maintaining eye contact. Each began growling louder as the other approached within striking distance...

3. What event is most likely to occur next? _____

4. What evidence from the text supports your prediction?

John sat in the classroom and drew pictures of the Tatakai Fighting Warriors in his notebook while his teacher lectured about biology or something. He didn't really know for sure. The last thing he remembered her saying was that there would be a test tomorrow. His heart jumped. He went home to study for the test, but he was soon drawn to his Game Box. He played Tatakai Fighting Warriors long into the night. When his alarm clock rang the next day, he was too tired to hit the snooze button, so he let it beep for about 20 minutes before he got up and went to school. As she had promised, the teacher has prepared a test. She reviewed the testing procedures and directions with the class and then passed out the test. John looked at his test and scratched his head...

5. What event is most likely to occur next? _____

6. What evidence from the text supports your prediction?

Angela threw the bedspread over the bed and fussed with it until it was free of wrinkles. She dusted her dresser and straightened the knickknacks. As she was leaving the room, she noticed that a picture frame on the nightstand was slightly crooked. She went back into the room and straightened the picture frame. She examined her bedroom one more time and gave it a satisfied nod, and then she went to vacuum the living room. As she was running the vacuum, her three-year-old son Jason walked into Angela's bedroom. He was drinking a glass of grape juice and playing with his cars. Angela's bedspread fell as he raced his cars off the bed. While hitting an imaginary jump with his cars, he bumped into the nightstand and knocked over Angela's picture frame. Then, while he lined his cars up at the starting line of a pretend race, he kicked over the grape juice and it spilled all over Angela's white carpet. Jason didn't notice. After Angela finished vacuuming the living room, she tied the cord around the vacuum and went to return it to her bedroom...

7. What event is most likely to occur next? _____

8. What evidence from the text supports your prediction?

Lance didn't cook much but he wanted to do something nice for his wife's birthday, so he decided to make her dinner. He was preparing a meal of steak and potatoes by following a recipe that he had found on the Internet. He put the steaks on the grill on low heat and quartered the potatoes. Then he threw the potatoes in a skillet with a little bit of oil and cooked them over medium heat. After browning the potatoes, he grabbed the skillet by the metal handle and put it into the oven at 400 degrees. Twenty minutes later he grabbed the steaks off of the grill and began preparing the plates. The last thing that he needed to do was take the potatoes out of the oven. He thought about using a potholder to remove the pan, but didn't want to bother with getting one out of the drawer. He reached into the hot oven, his hand nearing the metal handle of the skillet. He wrapped his hand around the handle and clenched tightly...

9. What event is most likely to occur next? _____

10. What evidence from the text supports your prediction?

Word Meanings From Context

Ryan is a great inventor. However, I don't think that his latest invention, edible socks, is likely to be too successful. Not many people want to eat socks. There are some things in life that should remain inedible.

1. Which word in the passage means "fit to be eaten"?
2. Which word in the passage means "not fit to be eaten"?

Marsha is really an introvert. When I took her to Jason's party, she sat in a corner without speaking to anyone. All she did was eat most of the snacks. The only reason she hangs out with me is because I never try to force her to be sociable. She would never forgive me if I introduced her to anyone.

3. An introvert is usually _____.
 - a. friendly
 - b. hungry
 - c. unclean
 - d. shy

Sunshine said, "Amber, why are you making such a big deal about Robert's hair? Yes, he did dye it purple. It is rather unusual for a guy to have purple hair. On the other hand, it's not exactly going to change the course of world history. It's really quite a trivial matter."

4. What does "trivial" mean?
 - a. strange
 - b. unimportant
 - c. disgusting
 - d. dangerous

Word Meanings From Context

The United States has a new president. Americans are hopeful that George W. Bush will succeed in dealing with some of the major problems that our nation faces. Some feel that the task will be made extremely difficult by the controversial way that the election ended. Others are very confident that our new leader is a man who will bring people together to get things done.

President Bush's top priority will be to improve education in our country. He is determined to see that no child will ever fail. He believes that local school districts should decide how to meet national standards. The president insists that parents should have greater choices about which schools their kids attend. He will work hard to find areas of agreement between the opposing parties so that important education reforms will become law.

1. Which word in the selection is a synonym of "important"?
2. Which word in the selection is an antonym of "succeed"?
3. Which word in the selection means to make better?
4. Use a word from the selection to complete the following sentence.

The Giants and the Ravens will be the _____ teams in the Super Bowl.

5. Which word in the selection is a synonym of "nation"?
6. Which word in the selection means the rank (place in order) of importance?
7. Which word in the selection means having a lot of disagreement.

Reading Comprehension, Volume 6, Number 16
<http://rhlschool.com/read6n16.htm>

Word Meanings From Context

edible
inedible
D
B

Reading Comprehension, Volume 6, Number 15
<http://rhlschool.com/read6n15.htm>

Word Meanings From Context

1. major
2. fail
3. improve
4. opposing
5. country
6. priority
7. controversial

Main Idea

The main idea of a paragraph is what all the sentences are about. Read the paragraph and ask, "What's your point?" That will help you zero in on the main idea.

Read each paragraph carefully. Choose the best answer to the questions that follow.

1. Juan loves to play games. His favorite game is chess because it requires a great deal of thought. Juan also likes to play less demanding board games that are based mostly on luck. He prefers Monopoly because it requires luck and skill. If he's alone, Juan likes to play action video games as long as they aren't too violent.

What is the main idea of this paragraph?

- a. Juan dislikes violence.
- b. Juan likes to think.
- c. Juan enjoys Monopoly.
- d. Juan enjoys playing games.

2. Maria is watching too much television. A toddler shouldn't be spending hours staring blankly at a screen. Worse yet, some of her wild behavior has been inspired by those awful cartoons she watches. We need to spend more time reading books with her and pull the plug on the TV!

What is the main idea of this paragraph?

- a. Watching a lot of television isn't good for Maria.
- b. Books are good.
- c. All cartoons are bad.
- d. Some cartoons are bad for Maria.

3. Samantha, I can't eat or sleep when you are gone. I need to hear your scratchy voice and see your lovely toothless smile. I miss that special way that you eat soup with your fingers. Please come home soon!

What is the main idea of this paragraph?

- a. Samantha, you have bad manners.
- b. Samantha, you should see a dentist.
- c. Samantha, I miss you.
- d. Samantha, I have lost my appetite.

4. Someday we will all have robots that will be our personal servants. They will look and behave much like real humans. We will be able to talk to these mechanical helpers and they will be able to respond in kind. Amazingly, the robots of the future will be able to learn from experience. They will be smart, strong, and untiring workers whose only goal will be to make our lives easier.

Which sentence from the paragraph expresses the main idea?

- a. Someday we will all have robots that will be our personal servants.
- b. We will be able to talk to these mechanical helpers and they will be able to respond in kind.
- c. They will look and behave much like real humans.
- d. Amazingly, the robots of the future will be able to learn from experience.



8th Grade Learning Packet

Grade 8 English Language Arts

READING COMPREHENSION

DIRECTIONS

This session contains two reading selections with fourteen multiple-choice questions and two open-response questions. Mark your answers to these questions in the spaces provided in your Student Answer Booklet.

Paul Laurence Dunbar was an African American poet who wrote in the late 1800s and early 1900s. His poem “Sympathy” speaks of the feelings of a bird in a cage. Read the poem and answer the questions that follow.

SYMPATHY

I know what the caged bird feels, alas!
 When the sun is bright on the upland slopes;
 When the wind stirs soft through the springing grass,
 And the river flows like a stream of glass;
5 When the first bird sings and the first bud opes,¹
 And the faint perfume from its chalice² steals—
I know what the caged bird feels!

I know why the caged bird beats his wing
 Till its blood is red on the cruel bars;
10 For he must fly back to his perch and cling
 When he fain³ would be on the bough⁴ a-swing;
 And a pain still throbs in the old, old scars
 And they pulse again with a keener sting—
I know why he beats his wing!

15 I know why the caged bird sings, ah me,
 When his wing is bruised and his bosom sore,—
 When he beats his bars and he would be free;
 It is not a carol of joy or glee,
 But a prayer that he sends from his heart’s deep core,
20 But a plea, that upward to Heaven he flings—
I know why the caged bird sings!

—Paul Laurence Dunbar

¹ *opes* — opens

² *chalice* — a cup or goblet

³ *fain* — gladly

⁴ *bough* — branch

“Sympathy” by Paul Laurence Dunbar. In the public domain.

ELA Reading Comprehension

- 1 Which of the following words **best** describes the feeling created by the description in line 3?
- A. peaceful
 - B. surprised
 - C. impatient
 - D. suspenseful
- 2 In line 4, the phrase “like a stream of glass” suggests the water is
- A. cold.
 - B. deep.
 - C. dirty.
 - D. smooth.
- 3 In line 5, what do the “first bird” and the “first bud” **most likely** represent?
- A. the cage
 - B. the springtime
 - C. the bud’s beauty
 - D. the bird’s ancestor
- 4 How is the first stanza **most** different from the rest of the poem?
- A. The stanza suggests the bird is bored with his life.
 - B. The stanza describes how the bird looks, rather than how he acts.
 - C. The stanza suggests the bird is unwise for wanting his life to change.
 - D. The stanza describes what the bird likely desires, rather than what he experiences.
- 5 Which of the following words **best** describes the tone of the poem?
- A. fearful
 - B. apologetic
 - C. passionate
 - D. wondering
- 6 Which meaning of the word *faint* is used in line 6?
- A. exhausted
 - B. whispered
 - C. lacking courage
 - D. barely noticeable

Name: _____

Date: _____

Reading Comprehension Worksheet

Steve Jobs

Read the passage. Then answer the questions.

Steven Paul Jobs was an American information technology entrepreneur and inventor. He was the co-founder, chairman, and chief executive officer (CEO) of Apple Inc. Steve Jobs was born on February 24, 1955, he was adopted at birth in San Francisco, and raised in San Francisco Bay Area during the 1960s. As a boy, Jobs and his father worked on electronics in the family garage, Paul showed his son how to take apart and reconstruct electronics. A few years later, while Jobs was enrolled at Homestead High School, he was introduced to his future partner Steve Wozniak. In 1974, Jobs took a position as a video game designer with Atari. In 1976, when Jobs was just 21, he and Wozniak started Apple Computer. Jobs and Wozniak are credited with revolutionizing the computer industry by making machines smaller, cheaper, and accessible to consumers. Jobs in charge of marketing Apple initially marketed the computers for \$666.66 each. The Apple I earned the corporation around \$774,000. Three years after the release of Apple's second model, the Apple II, the company's sales increased by 700 percent to \$139 million. Jobs left Apple in 1985 to begin a new hardware and software enterprise called NeXT, Inc. The following year Jobs purchased an animation company which later became Pixar Animation Studios. The studio merged with Walt Disney in 2006, making Jobs Disney's largest shareholder. In 1996, Jobs returned to his post as Apple's CEO. Jobs put Apple back on track. Apple introduced products as the Macbook Air, iPod and iPhone, all of which have dictated the evolution of modern technology. In 2008, iTunes became the second-biggest music retailer in America. In the early 1990s; Jobs met Laurene Powell and they married on March 18, 1991, and lived in Palo Alto, California, with their three children. Jobs was diagnosed with a pancreatic neuroendocrine tumor in 2003 and died of respiratory arrest related to the tumor on October 5, 2011. Palo Alto. He was 56 years old.



Answer the questions.

1. What is the main idea of this passage?
2. Underline five sentences in the passage that support the idea.
3. Write a summary. Tell what is the most important.

Oversleeping

So Jake spread his arms, leaped skyward from the sidewalk, and began to fly, rocketing up over the neighborhood. Suddenly he heard the distant voice of his father calling, as if from another universe, and Jake pried open sleep-heavy eyes . . .

“Get up, pal,” said Jake’s father, “or you’ll miss the school bus.”

“Just let me sleep a little longer,” Jake mumbled. Then he groaned and turned over, pulling the covers up over his head like a tent, as if to somehow recapture his dream. Jake loved to sleep. It wasn’t that he was lazy or lacked energy. Jake was a normal fourteen-year-old kid in every way. But he loved to curl up under a soft white cloud of sheets, rest his head on a marshmallow pillow, and luxuriate in the twilight world of slumber where life is exciting and dreams always come true.

So Jake was sitting at a table at Chez Maurice’s in Hollywood, having lunch with his buddy, Tom Cruise. Tom was offering Jake a role in his next movie when . . .

“Get up,” said Jake’s father, gently shaking his son’s shoulders. Jake yawned and hauled his legs over the side of the mattress, where he sat for a few moments to reconcile himself with the shocking reality of upright existence. He dragged himself into the shower, where he briefly dreamed of tropical rain forests, and at last shuffled downstairs to breakfast.

“Jake’s going to sleep his life away!” teased Taylor, his nine-year-old sister, as she sat at the table, kicking her dangling legs excitedly as if to show by comparison how wide awake she was.

“He’s just a growing boy,” said Jake’s father, washing dishes at the kitchen sink. “Right?” Jake nodded sleepily and finished his breakfast. He trudged out the front door with Taylor, still half-sleepwalking, and they waited on the curb for their school bus, as usual.

At school, finally fully awake, Jake cycled through the pleasant routine of another typical day. He greeted his buddy Benjamin at the locker they shared. They discussed hockey games and books. Then there was science with Mr. Albert, math with Ms. Freed, and lunch with Benjamin, who always told great jokes. After school, there was homework, dinner with his dad and Taylor, maybe a little TV, and then off to dreamland. And so went week after week, and month after month.

So Jake swung the bat, sending the ball out of Dodger Stadium and into the Baseball Hall of Fame . . .

“Come on, get up,” giggled Taylor, holding a ringing alarm clock only inches from her brother’s face. “You’ll be late for school!” Jake shook his head in disbelief and ducked under the covers.

Moments later Jake awakened to an empty, quiet room. He noted with puzzlement that all the buttons on his pajama top had popped off in the night. Then he pulled himself from bed and padded sleepily to the shower. The bathroom mirror reflected a face that was oddly unfamiliar—one with heavier eyebrows and new creases in its brow. Jake rubbed a hand over his face and felt the unexpected sandpaper abrasion of whiskers. Mystified and dazed, he staggered downstairs to the kitchen, where he was shocked to discover a teenaged Taylor sitting at the breakfast table beside his father, who was grayer and heavier.

“So you finally woke up,” commented Jake’s father, casually sipping his coffee. “We thought you’d sleep forever.”

“You certainly overslept!” added Taylor in a surprisingly mature voice.

Jake shook his head as if to disperse the fog of dreams. “What are you talking about?”

“You’ve been asleep for four years,” Jake’s father replied calmly. “Better get dressed, or you’ll be late for your last day of school.” This statement set Jake’s mind reeling. His last day of school? Had he really slept so long? Was he now *eighteen* years old?

Lost in a whirl of confusion, Jake went to his room to dress for school and discovered that none of his clothes fit him. He borrowed a shirt, pants, and shoes from his father—and they made him look and feel even older.

Taylor led zombie-like Jake out the front door to the curb. Boarding his bus, Jake stared in bewilderment at the aged faces of his friends. “Hey, it’s Jake!” shouted someone from the back of the bus. “He’s back!” One by one, his schoolmates began to recognize him.

“Buddy, you sure look older!” said someone sitting near where Jake stood. Jake looked down to discover his friend Benjamin smiling heartily and looking startlingly like his older brother. Jake sat beside Benjamin, who eagerly told what had happened during Jake’s years of slumber—how Mr. Albert had retired from teaching science, and how Ms. Freed had married. Benjamin spoke excitedly of hockey games won and lost; of books read and remembered; of school plays, classes, pep rallies, and car washes. They were small, ordinary events, but to Jake they seemed extraordinary because they had happened without him. He had missed grades nine through twelve. And now there would be no more school days with Benjamin, his teachers, or his other friends. Jake had slept them all away.

“Come on, buddy, get up,” called Jake’s father. Jake pried open leaden eyelids to see his father standing at the foot of his bed, looking younger and leaner. Beside him was a nine-year-old Taylor, seemingly more girlish and bubbly than ever before.

- 20 “Come on, sleepyhead!” she giggled. Her laughter seemed as bright as the yellow sunshine splashing about the room. “You don’t want to miss school, do you?”

Jake beamed and looked at his family. “No, I wouldn’t want to do that,” he said as he threw back the covers and leaped out of bed.

1. What conclusion can be made based on the fact that Jake’s pajamas do not fit?
 - A. He has cheap pajamas that came apart while he slept.
 - B. He has grown lots in the four years he was asleep.
 - C. He ate too much the night before and gained weight.
 - D. He had a growth spurt that happened overnight.

READING

2. In paragraph 20, the phrase “as bright as the yellow sunshine” is an example of which term?
- A. simile
 - B. metaphor
 - C. personification
 - D. onomatopoeia
3. Which event happens first?
- A. Jake dreams about having lunch with Tom Cruise.
 - B. Jake dreams about flying over the neighborhood.
 - C. Jake dreams about playing baseball for the Dodgers.
 - D. Jake dreams about sleeping for four years.
4. Why does Jake leap out of bed at the end of the story?
- A. He does not want his dad bugging him.
 - B. He does not want his sister laughing at him.
 - C. He does not want to sleep his life away.
 - D. He does not want to grow anymore.
5. What do the italicized sentences represent in the story?
- A. dreams
 - B. conversations
 - C. opinions
 - D. titles

6. After reading the passage, what could be the belief of the author?
- A. Teenagers should not listen to their friends.
 - B. Teenagers should not listen to their parents.
 - C. Teenagers should not let opportunities pass them by.
 - D. Teenagers should not sleep more than ten hours a night.
7. What could be another title for the story?
- A. Life is Full of Important Things to Do
 - B. Annoying Sisters Keep You Awake
 - C. He is Just a Growing Boy
 - D. Alarm Clock Jitters

From Sandals to Sneakers—Shoes Step Forward

Shoes—we wear them nearly every day. We walk, run, jump, climb, and stand in them for hours on end. Yet we hardly think about them because they are such an ordinary part of our daily lives. Shoes were not always an important part of people’s wardrobes. The ancient Greeks, Egyptians, and Persians made and wore sandals, but actually went barefoot most of the time. These people lived in regions where the weather was temperate, and shoes were not needed to keep their feet warm. Archaeologists have found shoes in the ruins of these civilizations, but they seem to have been worn mainly by royalty, who could afford to employ tailors and shoemakers.

Shoes in Early Civilizations

As shoes became more common in ancient Egypt, the first ones were simple sandals created mainly to protect the soles of the feet from rough surfaces. The easiest way to make shoes in these ancient times was to use materials that were readily available, including tree bark, leaves, and grasses. In ancient Egypt, sandals were made of rushes, which are grassy plants with hollow stalks. Rushes are the same plants used today to make chair bottoms, mats, and baskets.

Among the ancient Greeks, sandals were woven of similar plant materials, but the Greeks also varied the process by tying small pieces of wood together with dried grass. In later years, they made sandals with leather from the hides of animals. The first Greek shoes were purely functional, but over time most were dyed and decorated to make fashion statements. Women began to wear soft, enclosed leather shoes, and these grew increasingly fancy in the later years of the Greek civilization.

The Romans wore sandals much like the Greeks did, but used more pieces of leather to make them. Some Roman sandals had straps that wrapped around the ankles. Shoemakers often dyed these sandals in bright colors that represented the different jobs held by the people wearing them. The patricians, or privileged classes, wore red sandals with moon-shaped ornaments on the back. Senators wore brown shoes with four black leather straps wound around the lower leg. Consuls, or legal officers, wore white shoes, and soldiers wore heavy leather sandals that were more like boots—but with bare toes!

Meanwhile, people who lived in cold northern climates were making their shoes from the hides of furry animals, such as polar bears and yaks. The soles and tops of these shoes were made from pieces of soft leather sewn together. This type of shoe—whether or not it used fur—was called a moccasin. Some Native American groups made and wore moccasins for thousands of years. Some moccasins were plain, and others were **adorned** with beadwork.

The Shoemaking Process

As the centuries passed, the primary material for shoes continued to be leather, and the process of making shoes did not change quickly. A wood and metal framework called a “last” was wrapped with pieces of leather that were then sewn together. As late as the mid-1800s, lasts were straight on both sides; this meant that there was no difference in shape between left and right shoes. It also meant that shoes were uncomfortable and that breaking them in was not easy. The lasts were made in different sizes, but for a long time only two widths were available—thin and stout.

For centuries, shoes were sewn by hand, just as they had been by the ancient Egyptians. Machines to assist shoemakers were not used until the rolling machine was invented in 1845. This device was used to pound pieces of leather into thin strips. About the same time, Elias Howe invented the sewing machine, and pieces of shoe leather could now be sewn together more quickly. Another inventor, Lyman Reed Blake, created a machine for sewing the soles of shoes to the upper parts. Because shoes could be made faster and more cheaply, people who had never owned shoes before could now afford to buy and wear them.

New Trends, Materials, and Designs

In Europe and North America during the seventeenth century, most people wore boots because they were practical. Even in many large cities, dirt roads were common, and people had to walk along muddy pathways and across streams. By the eighteenth century, however, more city streets were paved with cobblestones, and it was easier to keep shoes clean. Shoes became more decorative, and fancy buckles of gold and silver were often used. Most shoes worn in the United States throughout the nineteenth century were patterned after European styles.

The major change in shoes over the last century has been the use of materials other than leather. Humphrey O'Sullivan invented the first rubber heel for shoes in 1898. Rubber heels were popular because they lasted much longer than heels made of leather. The use of rubber soles came next. The first rubber-soled shoes were called plimsolls, and they were manufactured in the United States in the late 1800s.


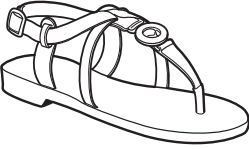
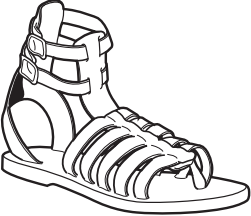



The first American shoes made without leather were invented in 1917. The upper material was made of a flexible canvas. Those were the original "sneakers," a word that was used because the rubber sole made the shoe very quiet, unlike most leather shoes, which often squeaked when people walked.

Many people today choose athletic shoes for casual wear, but not until the late 1970s were shoes designed with amateur athletes in mind. Shoes made of rubber and canvas were worn by tennis, volleyball, and basketball players. By the 1980s, companies began to design athletic shoes for specific sports, helping athletes perform better while protecting their feet and providing comfort.

Shoes have come a long way since the ancient Egyptians created their first sandals. Many more types of materials are used, and shoes have never been more comfortable or supportive for feet. Even so, it is interesting that the basic sandal, crafted by people more than four thousand years ago, still has many similarities to shoes we wear today.

READING

The History of Shoes

 <p>Ancient Egyptian sandal</p>	 <p>Greek woman's sandal</p>	 <p>Roman soldier's sandal</p>
 <p>Native American moccasin</p>	 <p>Nineteenth century boots</p>	 <p>Early sneakers</p>

8. What was the purpose of the first shoe?
- A. comfortable
 - B. fashionable
 - C. functional
 - D. popularity
9. Which event happened first in the history of shoes?
- A. the making and wearing of moccasins
 - B. the making and wearing of sandals
 - C. the making and wearing of boots
 - D. the making and wearing of sneakers

10. Which civilization was the first to wear shoes to make a fashion statement?
- A. Greek
 - B. Roman
 - C. Egyptian
 - D. Persian
11. What is the correct hyphenated word?
- A. moon-shaped
 - B. fur-was
 - C. shoe-whether
 - D. available-thin
12. “Some moccasins were plain, and others were **adorned** with beadwork.” What type of context clue is used to help you define the word **adorned**?
- A. antonym
 - B. synonym
 - C. example
 - D. explanation
13. Which is the correct analogy?
- A. Thin is to stout as skinny is to long.
 - B. Thin is to stout as narrow is to wide.
 - C. Thin is to stout as short is to thin.
 - D. Thin is to stout as tall is to fat.

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14. What is the author's purpose in writing the passage?
- A. to inform about the first sneaker
 - B. to inform about the history of moccasins
 - C. to inform about ancient Greeks
 - D. to inform about the history of shoes
15. An example of personification would be
- A. nonleather shoes.
 - B. fancy buckles of gold.
 - C. paved with cobblestones.
 - D. squeaked when people walked.

Context Clues 2.5

Directions: read each sentence and determine the meaning of the word using cross sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning.

1. **signify:** She considered that Byron's latest efforts in the classroom might **signify** his desire to make a positive change.

Definition: _____

What clues in the sentence lead you to your definition?

2. **laborious:** Dexter wanted to take honors math, but the course load was too **laborious** alongside his football practices.

Definition: _____

What clues in the sentence lead you to your definition?

3. **furtively:** After Mom found the devoured cake, the dog crouched **furtively** behind the couch..

Definition: _____

What clues in the sentence lead you to your definition?

4. **melodious:** The choir delighted the audience with their **melodious** tune.

Definition: _____

What clues in the sentence lead you to your definition?

5. **smitten:** When I saw that she was making a special Valentine's Day card just for Kevin, I knew that she was **smitten** with him.

Definition: _____

What clues in the sentence lead you to your definition?

6. **grotesque:** The giant garbage monster moved his **grotesque** head from side to side as he yelled at the children for stepping on his lawn.

Definition: _____

What clues in the sentence lead you to your definition?

7. **prodigy**: The music teacher didn't usually take such young children, but when he saw the four year old play Beethoven's 5th without missing a note, he had to make an exception for this **prodigy**.

Definition: _____

What clues in the sentence lead you to your definition?

8. **profound**: His reading abilities have improved in a **profound** way since he stopped playing around in class and started doing his homework every night.

Definition: _____

What clues in the sentence lead you to your definition?

9. **unison**: The two girls responded in **unison**, "We didn't do anything," which only made the principal more suspicious.

Definition: _____

What clues in the sentence lead you to your definition?

10. **indignant**: I became **indignant** after the hostess seated another group of people that arrived at the restaurant after we did.

Definition: _____

What clues in the sentence lead you to your definition?

11. **sagacity**: The people in the community respected their mayor for the **sagacity** he has shown in managing the town's government through hard times.

Definition: _____

What clues in the sentence lead you to your definition?

12. **tremulous**: Janna was able to control her nerves during rehearsals, but on opening night her voice was **tremulous** and difficult to understand.

Definition: _____

What clues in the sentence lead you to your definition?

Name: _____

Identifying Figurative Language of Shakespeare

Directions: Write which technique is being used on the line. Then, explain how you know your answer.

Answers: Simile, Metaphor, Personification, and Hyperbole

1. Thy youth's proud livery, so gazed on now, / Will be a tatter'd weed, of small worth held:

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

2. What say you, Hermia? be advised fair maid: / To you your father should be as a god;
One that composed your beauties, yea, and one / To whom you are but as a form in wax
By him imprinted and within his power / To leave the figure or disfigure it.

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

3. Not to-night, good Iago: I have very poor and / unhappy brains for drinking: I could well wish
courtesy would invent some other custom of / entertainment.

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

4. I hold the world but as the world, Gratiano; / A stage where every man must play a part,
And mine a sad one.

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

5. Come, then; for with a wound I must be cured. / Draw that thy honest sword, which thou hast worn

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

6. I must hear from thee every day in the hour, / For in a minute there are many days:
O, by this count I shall be much in years / Ere I again behold my Romeo!

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

7. As flies to wanton boys, are we to the gods. / They kill us for their sport.

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

8. If music be the food of love, play on; / Give me excess of it, that, surfeiting,
The appetite may sicken, and so die.

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

9. When I have seen by Time's fell hand defaced / The rich proud cost of outworn buried age;

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

10. Here's the smell of the blood still: all the / perfumes of Arabia will not sweeten this little
hand. Oh, oh, oh!

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

11. The web of our life is of a mingled yarn, good and / ill together

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

12. I say 'your city,' to his wife and mother; / Breaking his oath and resolution like
A twist of rotten silk, never admitting / That pages blush'd at him and men of heart

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

13. But if it be a sin to covet honour, / I am the most offending soul alive.

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

14. Whether 'tis nobler in the mind to suffer / The slings and arrows of outrageous fortune,
Or to take arms against a sea of troubles,

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

15. Say that she frown, I'll say she looks as clear / As morning roses newly wash'd with dew:

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

16. I shall laugh myself to death at this puppy-headed / monster. A most scurvy monster!

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

17. Nativity, once in the main of light, / Crawls to maturity, wherewith being crown'd,
Crooked elipses 'gainst his glory fight, / And Time that gave doth now his gift confound.

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

18. You seem to me as Dian in her orb, / As chaste as is the bud ere it be blown;

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

19. O, she is fallen / Into a pit of ink, that the wide sea / Hath drops too few to wash her clean again
And salt too little which may season give / To her foul-tainted flesh!

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

20. But yesterday the word of Caesar might / Have stood against the world; now lies he there.

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

21. So are you to my thoughts as food to life, / Or as sweet-season'd showers are to the ground;

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

22. Wilt thou draw near the nature of the gods? / Draw near them then in being merciful:
Sweet mercy is nobility's true badge: / Thrice noble Titus, spare my first-born son.

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

23. You are a thousand times a properer man / Than she a woman: 'tis such fools as you
That makes the world full of ill-favour'd children

What technique is being used? _____

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

Explain how you got your answer

Name: _____

Personification Worksheet 6

Directions: In each sentence, an object or idea is personified. Identify the object or idea that is being personified and explain which human trait or action is applied to the object or idea.

Personification: a figurative language technique where an object or idea is given human traits or characteristics.

1. Your little voice
Over the wires came leaping
and I felt suddenly dizzy

What is being personified? _____

Which human trait or quality is given? _____

2. Love built himself a house,
And whoso entered in, Love bade him stay,
Nor ever from that feast to come away
Dissatisfied or weary of the fare
Love set him there.

What is being personified? _____

Which human trait or quality is given? _____

3. While through the windows, steel-barred, stern and tall,
Pale daylight greets us like a plaintive song.

What is being personified? _____

Which human trait or quality is given? _____

4. And, as of old, in the horizon-sky,
The sun can find a lovely place to die.

What is being personified? _____

Which human trait or quality is given? _____

5. The nights went by like the moaning wind
And the days like drifting snow.

What is being personified? _____

Which human trait or quality is given? _____

6. Then you came with flowers crowned and sun-kissed hair.

What is being personified? _____

Which human trait or quality is given? _____

7. Wasting the golden hours indoors,
Washing windows and scrubbing floors,
While happy winds go laughing by.

What is being personified? _____

Which human trait or quality is given? _____

8. Over the snow my creaking feet
Disturbed the slumbering village street

What is being personified? _____

Which human trait or quality is given? _____

9. They danced until the shy moon looking down
Deemed herself lost above some Grecian glade;

What is being personified? _____

Which human trait or quality is given? _____

10. Beyond the cliffs brown fishing boats go by
Under the reach of the wide laughing sky.

What is being personified? _____

Which human trait or quality is given? _____

Genre and Subgenre Worksheet 3

Directions: Read the descriptions of the texts. Look for details that reveal the genre. Write the genre and subgenre on the lines and write a sentence explaining your answer.

1. Fallen Walkers by Wells Taylor Dyson

Far below the surface of earth, a group of children engage in a secret government program. They are trained to pilot Mech-Walkers, which are giant mechanical insects. These kids protect Earth from hostile space barbarians using their robo-insect powers. Vander, the leader of the Mech-Walkers, mysteriously disappears in combat. Now the Mech-Walkers need to find a new leader. Seth, a boy from the surface, stumbles into Mech-Walkers while being chased by bullies. Now he has become an unlikely candidate.

Genre: _____ Subgenre: _____

Explain your Answer

2. Super Fun Science Book for Kids by Pam Orbison

Have you ever wondered why a submarine can stay underwater for so long? How a web page shows up on a phone screen? Or how to build a robot that plays basketball? Science doesn't have to be dusty and boring. This functional science textbook teaches the fundamentals of science. It describes technologies in ways that are interesting and relevant to young people. This text contains 32 experiments that students can try at school or home. There is also a vocabulary practice activity for each section.

Genre: _____ Subgenre: _____

Explain your Answer

3. From Athena to Zeus: The Greek Gods and Goddesses retold by Chris Reed

This book retells the epic stories of the gods, goddesses, and heroes in Ancient Greece. All of the classic stories are in this text: the adventures of Perseus, the battles of Heracles, Odysseus and the Trojan wars, and the voyage of Jason and the Argonauts.

Genre: _____ Subgenre: _____

Explain your Answer

4. Diary Wanted by Gail Labors

Katie Oaks is one of the most trusted girls in her class. Maybe they like how Katie listens, or maybe they just feel comfortable around her, but all of the other girls tell their secrets to Katie. When Katie gets a diary for her birthday, she can't help but to write down the secrets that she learns, but when her diary goes missing, Katie finds herself in a tight corner.

Genre: _____ Subgenre: _____

Explain your Answer

5. Mr. Lincoln's Groceries by Curtis D. Davis

The year is 1835 and Bobby Pierce is working as a delivery boy at a local grocery store. One of his duties is to deliver groceries to a young state politician named Abraham Lincoln. The two get off to a rough start, but Soon Bobby learns the wisdom of Lincoln's ways. They learn to respect one another and each offers the other advice when it is needed most.

Genre: _____ Subgenre: _____

Explain your Answer

6. Dog Soldiers: Warriors of the Cheyenne by M. D. Carroll

The Dog Soldiers were one of six elite military societies of the Cheyenne Indians. During the 1830s they played a strong role in repelling and pushing back American expansion in Kansas, Nebraska, Colorado, and Wyoming. The Dog Soldiers were known for their highly aggressive and effective attacks and their peculiar habit of "pinning down" their long tails to the ground. Once "pinned down," Dog Soldiers fought to the death or until a tribe mate "unpinned" the tail of the warrior. This text describes the Dog Soldiers' society and role in history.

Genre: _____ Subgenre: _____

Explain your Answer

7. John Henry retold by Elijah Newman

John Henry was born with a hammer in his hand and he came out swinging it. When he was a baby, he built his own crib. As a toddler, he got sick of sharing his bedroom with his sister, so he built his own house. As an adult he laid track for the railway and was renowned as the best steel driver in world. His abilities are put to the test when he is challenged to race against a steam-powered drill through a mountain.

Genre: _____ Subgenre: _____

Explain your Answer

8. Why Are They Booing? by Mr. Morton

In this candid and gripping account, Mr. Morton describes his real life career as a musician. After playing the trumpet in the school band for two years, Mr. Morton thinks that he has what it takes to make it big as a musician. He then quits his job teaching and starts making demo tapes in the studio, even though nobody has a cassette player anymore. Will Mr. Morton strike it big as a musician or will he crawl back to his principal begging for his old job? Find out in this compelling 940-page text written by Mr. Morton and about Mr. Morton.

Genre: _____ Subgenre: _____

Explain your Answer

Name: _____

Point of View Worksheet 4

Directions: determine from which perspective the passage is narrated. **If it is third-person, circle each time characters' thoughts or feelings are narrated.** Explain your answers in the box.

Viewpoints: first-person, second-person, third-person objective, third-person limited, and third-person omniscient.

1. Walter crumpled the business section of the newspaper. He couldn't believe the headline: "Zanogram Sold for 4 Billions Smackaroos!" He could recall starting that company with his partner Zap just a few years earlier. Now Walter had nothing and was riding the bus while Zap took champagne bubble baths. The bus driver noticed that Walter looked distressed. He was genuinely concerned about Walter, but he had learned a long time ago not to pry into the fare's affairs.

Narrator's Perspective: _____

Explain how you know:

2. "Ding!" Katie looked at her phone. It was a text message from Jeff. "Ugh! Not now," she said to herself. She was mad at Jeff for a comment that he had made the last time that they spoke. Meanwhile, while Katie was ignoring Jeff, he was at home trying to figure out why Katie was mad at him. "Did I say something that might have made her angry?" he thought to himself. "No, I have been a perfect gentleman," he concluded.

Narrator's Perspective: _____

Explain how you know:

3. "Crash!" The sound of falling bowling pins fills the air. You walk to the counter and address the attendant. You mention that he has given you shoes in the wrong size. He politely corrects the error. You walk back to your party. It is your turn. You put on your shoes, find your ball, and approach the lane. You wait until the lanes are clear. Then you waddle up to the lane and roll the ball between your legs, grandma style. Your friends cheer. The bumpers ensure that the roll is devastating.

Narrator's Perspective: _____

Explain how you know:

4. The tombstone was in place, but there was a gaping hole where there was supposed to be a field of grass. "Oh, great," I said, "the body's been exhumed." Cliff looked at me curiously and asked, "What does 'exhumed' mean?" I pointed to the hole in the ground and replied with an irate tone, "Well, Cliff, there's an empty hole where the body is supposed to be. Based on the context of this situation, can you infer what 'exhumed' means?" Cliff shrugged his shoulders.

Narrator's Perspective: _____

Explain how you know:

5. Bones loaded the rifle on his lap. He wasn't sure he could win, but he knew he wasn't going down without a fight. He wasn't afraid, but he was nervous with anticipation. He knew that they were coming. Then three men on ATVs pulled up to his house. They were wearing leather jackets with red skulls on the back. One of the men wore a yellow band on his arm. He had a green Mohawk. He was the one who screamed, "Give us the girl and we'll let you live." Bones didn't believe them. He looked at the girl. Bones thought that she looked scared. He would never let them have her.

Narrator's Perspective: _____

Explain how you know:

6. Diego looked over the edge. He thought about how far the ground was. The wind gusted. Whitney turned to him and said, "It's beautiful up here, huh?" Diego could not think about beauty. All he could think about was not falling off the edge. He said, "Yeah, Whitney, it really is beautiful. Hey, how long do you want to stay up here?" Whitney laughed and said, "Let's stay up here the rest of our lives!" Diego grimaced. He was afraid that this scenario was all too likely.

Narrator's Perspective: _____

Explain how you know:

7. A young girl in a scout uniform knocked on the front door of a white mansion. A man wearing a tuxedo with tails answered the door. "May I help you?" the man asked. The young girl began speaking, "Would you like to buy some cookies? Some of the proceeds go to charity." The man cut off the young girl by saying, "Let me see if the head of the home is available." The young girl smiled and straightened the buttons on her uniform.

Narrator's Perspective: _____

Explain how you know:

8. Juan held the space rock in his hand and imagined that he was on the moon. He started bouncing around the gymnasium as though he were in a zero gravity setting. Mr. Worser chased after him and said, "Juan, put that moon rock back on the table!" Juan couldn't hear Mr. Worser because Juan was so involved in his imaginary scenario. "Beep! Commander, bring the lunar rover in for a landing," Juan was saying to himself. Mr. Worser grabbed Juan by the shoulder. This brought Juan back to reality.

Narrator's Perspective: _____

Explain how you know:

9. Texas Joe pointed his shotgun at the rustler. "Well, mister, I can't very well let you take my horse," said Texas Joe. The rustler's eyes darted back and forth and he said, "Please, Mister, let me go. I promise you won't regret it." Texas Joe put his gun back into his poncho and said, "It's your lucky day, partner." The rustler replied, "Yours too, mister. There's a hunting party sneaking up on you right now." Then the rustler ran. Texas Joe drew his weapon again and turned around.

Narrator's Perspective: _____

Explain how you know:

10. "She is your sister, and she is a part of our family. You will not treat her like that!" Mom yelled in the midst of her rampage. I can't explain why she was so mad at me. Maybe Sophia told her a lie. The truth is, I was so busy trying to keep my own activities together that I barely even noticed Sophia, or mom for that matter, but this was something new. "You walk around this place like a stranger apart!" Mom continued. I didn't even know what that meant. I didn't want to bother to think about it either. I just wanted her to stop yelling at me.

Narrator's Perspective: _____

Explain how you know:

11. Alyssa put her groceries on the belt with care. She arranged the items by type. Heavy items were in the front, followed by boxes and cold items in the middle, and light and fragile items in the back. Much to her dismay, the bagger paid no regard to her sorting. He was putting the meats with the dry goods and the bananas under the canned goods. This irritated Alyssa to no end. She grabbed the bagger by the shoulder and said, "Please, let me do that." The bagger gave her a confused look. Alyssa nodded and smiled, even though her heart was filled with rage. The bagger slowly backed away.

Narrator's Perspective: _____

Explain how you know:

12. You are sitting on a sofa enjoying a drink when a man walks into the coffee shop. He is wearing dark sunglasses and a black suit. He sits right next to you. You find this odd since there are so many other open seats that aren't right next to you. You look at him suspiciously. He opens his briefcase and pulls out a manila envelope and hands it to you. You look at the envelope for a second before taking it from his hand. The man smiles at you from behind his dark sunglasses.

Narrator's Perspective: _____

Explain how you know:

13. Larry held the fragile seed in his palm as though he were cradling a baby bird. He knew that the hopes of humanity very well hinged on this seed. He looked to Olga, his protector. She smiled at Larry. She was resting her heavy stone axe on her shoulder and watching him. Olga was happy to be taking a break from fighting, and she was even happier to see Larry take to his new role so well. "You are doing good, boy," she grunted at Larry. Larry smiled, pleased that she had said something nice for once.

Narrator's Perspective: _____

Explain how you know:

14. "Crunch, crunch, crunch..." Brian was chewing his chips with his mouth open. Lucy looked up at him and scoffed, "You're so gross, Brian! Chew with your mouth closed." Brian laughed and miniscule chip crumbs projected from his mouth and landed on his desk. Mr. Romal kept writing on the board with his back to the class. "You must be jealous. Here!" Brian said as he threw a chip at Lucy. He missed. Lucy shook her head and continued writing in her notebook. Brian crumpled up the empty chip bag and shot it at the garbage can. He missed again.

Narrator's Perspective: _____

Explain how you know:

15. You made a smart move when you bought your Super Fun Clay Fun Pack. You're going to love playing with Super Fun Clay. There are just a few rules that you need to follow when playing with your Super Fun Clay Fun Pack. First, only play with your Super Fun Clay Fun Pack on glass surfaces. Super Fun Clay will burn through carpet, wood, and stone. Also, you need to wear thick latex or rubber gloves when playing with Super Fun Clay. Super Fun Clay will burn off your skin even with brief contact. Just follow these two simple rules and you'll have lots of fun with Super Fun Clay!

Narrator's Perspective: _____

Explain how you know:

16. Red spun the barrel of his six shooter with his palm and said, "Well, is we going to do it or not?" Texas Joe checked the shells in his shotgun and spit his chaw onto the dusty road, "Yeah, let's do it quick, before the law starts sniffing round." So the two dangerous criminals walked into the ice cream shop and ordered a banana milkshake. "Two straws," said Red. The clerk put a second straw into the creamy confection. This pleased Red. He loved sharing with his friends. Texas Joe licked his lips in anticipation. Banana milkshakes were his favorite.

Narrator's Perspective: _____

Explain how you know:

17. The magician took off his stovepipe hat and placed it on the table. He waved his hands over the hat and said, "Alakazam! Alakazoo!" A small group of people was watching the magician perform on a sidewalk. The magician reached deep into the hat. He pulled out his fist and slowly opened it. There was a tiny foam ball in his hand. He held up one finger, and then he closed his fist again. This time when he opened it, there were three foam balls. The people in the crowd gasped.

Narrator's Perspective: _____

Explain how you know:

18. I couldn't believe that he wanted to play cards at a time like "Would you like to play spades?" he asked nonchalantly, while hovering over my breakup. "No, I don't want to play cards, you twit. My world has been destroyed," I replied in seething rage. He shrugged and continued shuffling the deck.

Narrator's Perspective: _____

Explain how you know:

19. "Where is the crystal?" hissed General Zim. Leo spoke slowly. He knew that General Zim would have his head if he failed to respond properly. He figured that the General might have his head even if he did respond properly. "The rebel scum took it, my liege. We are tracking their movements as we speak." General Zim's face curled up. His reptilian tongue flicked in and out of his mouth. "Good. See that you retrieve it, or else." Leo gulped and rubbed the back of his neck. He understood what General Zim was implying.

Narrator's Perspective: _____

Explain how you know:

Context Clues 3.4

Directions: read each sentence and determine the meaning of the word using cross sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning.

1. **lamentable:** Lia, it is **lamentable** that you and Derrick separated, but it has almost been a year. Don't you think that it's about time to move on with your life?

Definition: _____

What clues in the sentence lead you to your definition?

2. **adorn:** To prepare the cafeteria for the big dance, the planning committee **adorned** the walls with colorful streamers and balloons.

Definition: _____

What clues in the sentence lead you to your definition?

3. **ambuscade:** Ducked down in the tall grass, the warriors waited patiently on the hillside for the next group unfortunate enough to walk through their **ambuscade**.

Definition: _____

What clues in the sentence lead you to your definition?

4. **uninhabitable:** The flood caused toxic molds to grow on the walls of our old house and now it is **uninhabitable**.

Definition: _____

What clues in the sentence lead you to your definition?

5. **opaque:** Brian attempted to see who was riding inside of the limousine, but the **opaque** window tinting prevented him from getting even the slightest glimpse.

Definition: _____

What clues in the sentence lead you to your definition?

6. **parsimonious:** Due to his **parsimonious** nature, Brian enjoys borrowing movies from the library and copying them, buying day old bread from the bakery, and recording music from the radio even though he has a lot of money.

Definition: _____

What clues in the sentence lead you to your definition?

7. **insolence**: Katie talked back to the principal and called him by his first name so he sent her to the office for her **insolence**.

Definition: _____

What clues in the sentence lead you to your definition?

8. **rebuke**: After the players got caught cheating on the exam, the coach **rebuked** them harshly.

Definition: _____

What clues in the sentence lead you to your definition?

9. **eminence**: Large companies and wealthy clients wanted Donzo to take their pictures, as Donzo was well known for his **eminence** in photography.

Definition: _____

What clues in the sentence lead you to your definition?

10. **obsequies**: "Teacher, you forgot to assign homework," said James, expressing the **obsequies** nature that made him unpopular.

Definition: _____

What clues in the sentence lead you to your definition?

11. **aversion**: John gave me two tickets to the basketball game, but I have an **aversion** to going to crowded places like sports arenas, so would you like to have them?

Definition: _____

What clues in the sentence lead you to your definition?

12. **pertinent**: The principal concluded his speech, "Now that I have introduced the new program, I will answer a few questions, so long as they are pertinent to the matter at hand."

Definition: _____

What clues in the sentence lead you to your definition?

Formula Card:

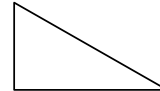
Circle - $A = \pi \cdot r^2$ $C = \pi \cdot d$ $\pi \approx 3.14$



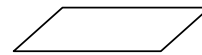
Rectangle - $A = l \cdot w$ $P = l + l + w + w$



Triangle - $A = \frac{1}{2} b \cdot h$ $P = \text{sum of all of the sides}$



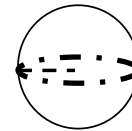
Parallelogram - $A = b \cdot h$ $P = \text{sum of all of the sides}$



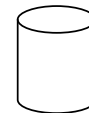
Cone - $V = \frac{1}{3} \pi \cdot r^2 \cdot h$



Sphere - $V = \frac{2}{3} \pi \cdot r^2 \cdot h$



Cylinder - $V = \pi \cdot r^2 \cdot h$



Graphing: Remember to graph the x (horizontal) and then the y (vertical). (x, y)

Absolute Value: distance away from zero (always positive)

Example 1: $|10 - 7| = |3| = 3$

Example 2: $|-3 + -5| = |-8| = 8$

Example 3: $|-8 - 2| = |-6| = 6$

Measures of Central Tendency

- **Mean:** average; sum of all numbers
total numbers in list
- **Median:** middle number in list of numbers going from least to greatest
- **Mode:** number that appears most often in a list of numbers
- **Range:** difference between largest number and smallest number

Example: 5, 10, 2, 6, 2, 2

Mean: $\frac{5 + 10 + 2 + 6 + 2 + 2}{6} = \frac{27}{6} = 4.5$

Mode: 2

Median: 2, 2, (2, 5), 6, 10

$$\frac{2 + 5}{2} = \frac{7}{2} = 3.5$$

Range: $10 - 2 = 8$

Multiplying Fractions

1. Reduce fractions, if possible.
2. Multiply across.
3. Check that your answer is in lowest terms.

Example: 1. $\frac{5}{10} \cdot \frac{3}{8}$

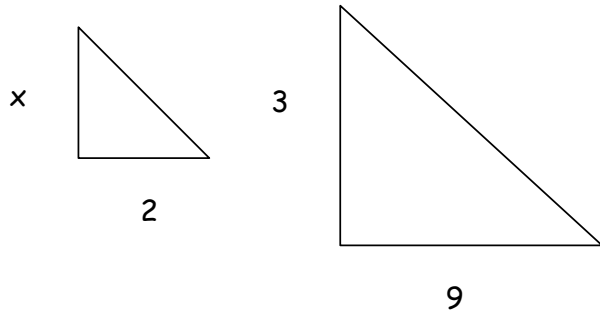
2. $\frac{1}{2} \cdot \frac{3}{8}$

3. $\frac{3}{16}$

Order of Operations

1. Parentheses
2. Exponents: $4^3 = 4 \cdot 4 \cdot 4$
3. Multiplication or Division (left to right)
4. Addition or Subtraction (left to right)

Ratios & Proportions



$$\frac{2}{9} = \frac{x}{3}$$
$$9 \cdot ? = 3$$
$$3 \div 9 = \frac{1}{3}$$
$$2 \cdot ? = x$$
$$2 \cdot \frac{1}{3} = \frac{2}{3}$$

Inequalities

\geq greater than or equal to
(at least)



$>$ greater than



\leq less than or equal to
(at most)



$<$ less than



Adding Fractions

$$\begin{aligned}\text{Ex. 1) } \frac{2}{3} + \frac{4}{5} &= \\ &= \frac{10}{15} + \frac{12}{15} \\ &= \frac{22}{15}\end{aligned}$$

Evaluating Area with Pi

Ex. 2) Find the area of a circle with

a radius of 5 in. $A = \pi r^2$

$$A = \pi \cdot 5^2$$

$$A = 25\pi \text{ in.}^2 \text{ or } 78.5 \text{ in.}^2$$

Evaluating Expressions/Equations

Ex. 3) Solve for y if x = 4:

$$\begin{aligned}y &= 2x + 5 \\ y &= 2(4) + 5 \\ y &= 8 + 5 \\ y &= 13\end{aligned}$$

Ex. 4) Solve for x if y = 7:

$$\begin{aligned}y &= 3x - 6 \\ 7 &= 3x - 6 \\ +6 & \quad +6 \\ 13 &= 3x \\ \frac{13}{3} &= \frac{3x}{3} \\ \frac{13}{3} &= x\end{aligned}$$

Symbolic Method

One Step Equations:

$$\begin{array}{r} \text{Example 1: } x + 5 = 12 \\ \quad -5 \quad -5 \\ \hline x = 7 \end{array}$$

$$\begin{array}{r} \text{Example 2: } x - 8 = 6 \\ \quad +8 \quad +8 \\ \hline x = 14 \end{array}$$

$$\begin{array}{r} \text{Example 3: } 5x = -20 \\ \quad \frac{5}{5} \quad \frac{-20}{5} \\ \hline x = -4 \end{array}$$

Two Step Equations:

1. Get "x" by itself by adding or subtracting from each side.
2. Divide both sides by the coefficient (number next to "x").

$$\begin{array}{r} \text{Example 1: } 2x + 7 = 5 \\ \quad -7 \quad -7 \\ \hline 2x = -2 \\ \quad \frac{2}{2} \quad \frac{-2}{2} \\ \hline x = 2 \end{array}$$

$$\begin{array}{r} \text{Example 2: } -5x + 10 = -20 \\ \quad -10 \quad -10 \\ \hline -5x = -30 \\ \quad \frac{-5}{-5} \quad \frac{-30}{-5} \\ \hline x = 6 \end{array}$$

Show your work! Show your work! Show your work!

Name _____

Summer Review - Week # 1

1) Solve for x if $y = -10$:

a) $y = x + 12$

b) $y = 7x - 42$

c) $y = 4x - 16$

d) $y = -2x - 45$

2) Solve for y if $x = 5$:

a) $y = x + 13$

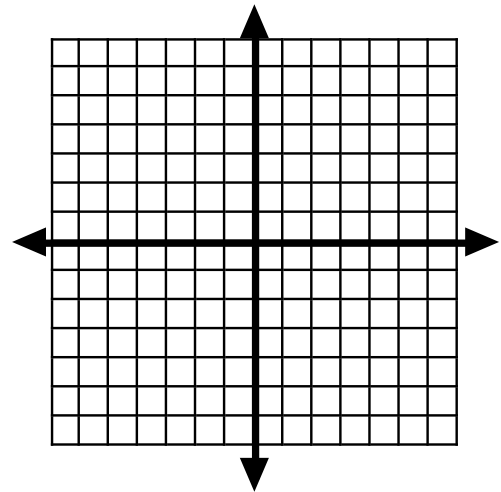
b) $y = 6x - 32$

c) $y = 2x - 15$

d) $y = 8x - 5$

3) Graph each coordinate pair on the graph and then indicate which quadrant or axis the point lies on.

Coordinate pair	Quadrant or Axis
(-2, -3)	
(-3, -5)	
(-4, 1)	
(-1, 3)	
(3, -4)	
(1, 0)	
(2, -6)	
(-4, -3)	



4) Simplify: (Don't forget, absolute value is the distance from zero.)

a) $|-24 - 11|$

b) $|31 - 60|$

c) $|-37 - 49|$

d) $|-96 + 75|$

5) Solve for x:

a) $\frac{7}{6} = \frac{x}{36}$

b) $\frac{10}{8} = \frac{4}{x}$

c) $\frac{x}{60} = \frac{9}{10}$

Show your work! Show your work! Show your work!

Show your work! Show your work! Show your work!

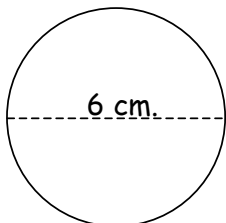
Name _____

Summer Review - Week #



1) Find the circumference and area of each circle:

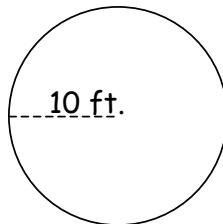
a)



$C = \underline{\hspace{2cm}}$ or $\underline{\hspace{2cm}}$

$A = \underline{\hspace{2cm}}$ or $\underline{\hspace{2cm}}$

b)



$C = \underline{\hspace{2cm}}$ or $\underline{\hspace{2cm}}$

$A = \underline{\hspace{2cm}}$ or $\underline{\hspace{2cm}}$

2) Solve for x if y = 7:

a) $y = x + 24$

b) $y = -2x - 26$

c) $y = -3x - 11$

d) $y = 6x - 1$

3) Solve for y if x = -1:

a) $y = x + 12$

b) $y = 6x - 31$

c) $y = 2x - 14$

d) $y = 4x - 15$

4) Try to reduce before you compute the answers! (This will help when you are trying to reduce.)

a) $\frac{12}{30} \cdot \frac{9}{12} =$

b) $\frac{25}{24} \cdot \frac{8}{10} =$

c) $\frac{72}{72} \cdot \frac{72}{72} =$

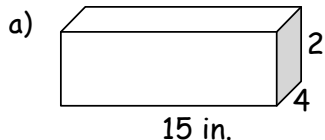
d) $\frac{20}{12} \cdot \frac{16}{30} =$

Show your work! Show your work! Show your work!

Show your work! Show your work! Show your work!

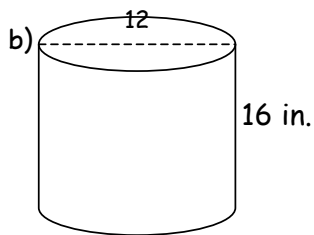
Summer Review - Week #3 Name _____

1) Find the surface area and volume of each of the figures.



Surface Area =

Volume =



Surface Area =

Volume =

2) Solve for x if y = -3:

a) $y = x + 17$

b) $y = 4x - 43$

c) $y = -3x - 19$

d) $y = -2x - 46$

3) Solve for y if x = 12:

a) $y = 3x + 14$

b) $y = 2x - 12$

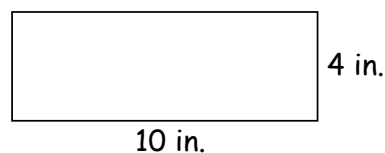
c) $y = -2x - 91$

d) $y = -7x - 24$

4) Find the area and perimeter of the following figures.

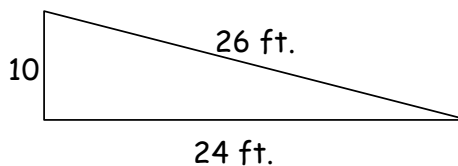
a) A =

P =



b) A =

P =



Show your work! Show your work! Show your work!

Show your work! Show your work! Show your work!

5) Simplify:

a) $-\frac{4}{15} - \frac{3}{5} =$

b) $\frac{3}{16} - \frac{7}{32} =$

c) $\frac{9}{7} - \frac{11}{6} =$

d) $\frac{7}{9} - \frac{4}{4} =$

6) Solve for x if y = 0:

a) $y = x + 24$

b) $y = 6x - 90$

c) $y = 2x - 22$

d) $y = 4x - 36$

7) Solve for y if x = -8:

a) $y = -2x + 3$

b) $y = 3x - 39$

c) $y = -4x - 35$

d) $y = 5x - 12$

8) Simplify: (Don't forget, absolute value is the distance from zero.)

a) $|-26 - 12|$

b) $|81 - 67|$

c) $|-39 - 41|$

d) $|-95 + 92|$

9) Solve for x:

a) $\frac{9}{12} = \frac{x}{36}$

b) $\frac{7}{8} = \frac{4}{x}$

c) $\frac{x}{30} = \frac{4}{5}$

10) Write an equation that represents the points in the table.

x	y
3	4
5	6
7	8

y = _____

Show your work! Show your work! Show your work!

Show your work! Show your work! Show your work!

Summer Review - Week # **IV** Name _____

1) Solve for x if $y = -3$:

a) $y = 4x + 42$

b) $y = -2x - 4$

c) $y = 7x - 1$

d) $y = 40x - 8$

2) Solve for y if $x = 1$:

a) $y = -x + 3$

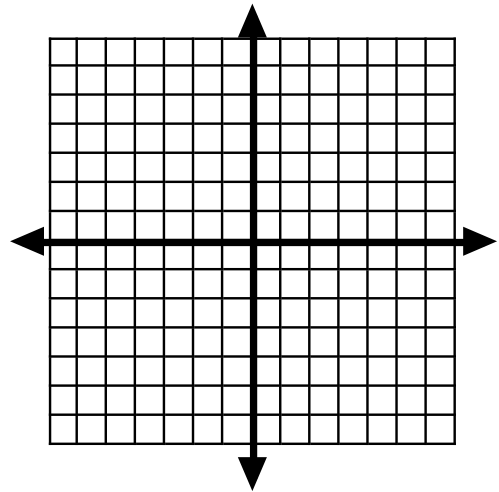
b) $y = -6x - 2$

c) $y = -2x - 5$

d) $y = -4x - 26$

3) Graph each coordinate pair on the graph and then indicate which quadrant or axis the point lies on.

Coordinate pair	Quadrant or Axis
$(-4, -3)$	
$(-6, -5)$	
$(-3, 1)$	
$(-2, 3)$	
$(2, -4)$	
$(5, 0)$	
$(3, -6)$	
$(-1, -3)$	



4) Simplify: (Don't forget, absolute value is the distance from zero.)

a) $|-21 - 17|$

b) $|39 - 26|$

c) $|-17 - 79|$

d) $|-9 + 25|$

e) $|-21 - 61|$

f) $|61 - 74|$


g) $|-31 - 79|$

h) $|-12 + 55|$

Show your work! Show your work! Show your work!

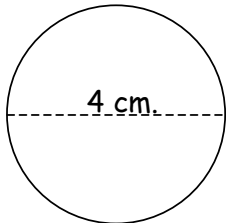
Show your work! Show your work! Show your work!

Name _____

Summer Review - Week # 

1) Find the circumference and area of each circle:

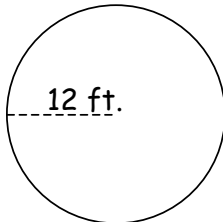
a)



$C = \underline{\hspace{2cm}}$ or $\underline{\hspace{2cm}}$

$A = \underline{\hspace{2cm}}$ or $\underline{\hspace{2cm}}$

b)



$C = \underline{\hspace{2cm}}$ or $\underline{\hspace{2cm}}$

$A = \underline{\hspace{2cm}}$ or $\underline{\hspace{2cm}}$

2) Solve for x if y = 7:

a) $y = x + 91$

b) $y = 4x - 2$

c) $y = 5x - 46$

d) $y = 6x - 86$

3) Solve for y if x = 13:

a) $y = -x + 3$

b) $y = -2x - 2$

c) $y = -3x - 75$

d) $y = 8x - 36$

4) Try to reduce before you compute the answers! (This will help when you are trying to reduce.)

a) $\frac{18}{27} \cdot \frac{30}{40} =$

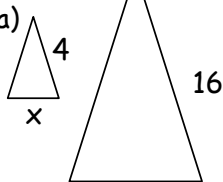
b) $\frac{10}{15} \cdot \frac{24}{32} =$

c) $\frac{36}{72} \cdot \frac{9}{12} =$

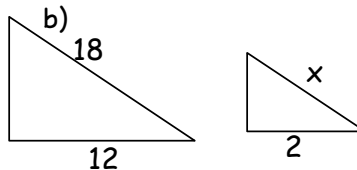
d) $\frac{24}{18} \cdot \frac{18}{24} =$

5) Solve for x:

a)



b)



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Name _____

Summer Review - Week # **6**

1) Solve for x if y = -30:

a) $y = x + 11$

b) $y = -2x - 32$

c) $y = -3x - 1$

d) $y = 5x - 10$

2) Solve for y if x = -6:

a) $y = x + 3$

b) $y = -2x - 72$

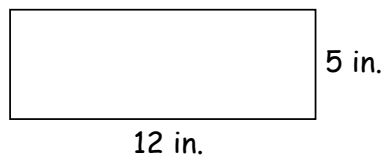
c) $y = 3x - 65$

d) $y = 4x - 26$

3) Find the area and perimeter of the following figures.

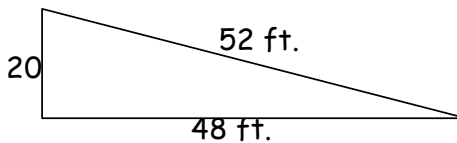
a) A =

P =



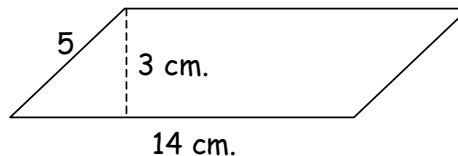
b) A =

P =



c) A =

P =



4) Simplify:

a) $-\frac{8}{9} - \frac{4}{6} =$

b) $\frac{4}{5} - \frac{7}{25} =$

c) $\frac{1}{6} - \frac{2}{10} =$

d) $\frac{9}{10} - \frac{1}{2} =$

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5) Solve for y if x = 3:

a) $y = -5x + 17$

b) $y = 3x - 22$

c) $y = 2x - 25$

d) $y = 6x - 39$

6) Simplify: (Don't forget, absolute value is the distance from zero.)

a) $|-81-17|$

b) $|8-20|$

c) $|-76-29|$

d) $|-91+45|$

7) Solve for x:

a) $\frac{1}{8} = \frac{x}{32}$

b) $\frac{9}{5} = \frac{3}{x}$

c) $\frac{x}{40} = \frac{3}{20}$

8) Write an equation that represents the points in the table.

x	y
-2	4
0	2
5	-3

y = _____

9) Solve for x if y = -5:

a) $y = -x + 13$

b) $y = 2x - 23$

c) $y = -3x - 17$

d) $y = 8x - 29$

10) Solve for y if x = -8:

a) $y = x + 92$

b) $y = 3x - 72$

c) $y = -5x - 35$

d) $y = 7x - 26$

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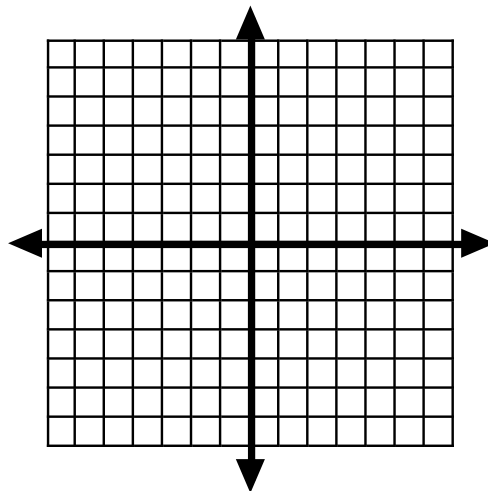
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Summer Review - Week #7

1) Graph each coordinate pair on the graph and then indicate which quadrant or axis the point lies on.

Coordinate pair	Quadrant or Axis
$(-2, -4)$	
$(-3, -6)$	
$(-4, 2)$	
$(-1, 4)$	
$(3, 0)$	
$(1, -1)$	
$(2, -7)$	
$(-4, -5)$	



2) Simplify: (Don't forget, absolute value is the distance from zero.)

a) $|-29 - 13|$

b) $|39 - 62|$

c) $|-59 - 41|$

d) $|-26 + 71|$

3) Solve for x:

a) $\frac{7}{8} = \frac{x}{48}$

b) $\frac{9}{2} = \frac{8}{x}$

c) $\frac{x}{80} = \frac{3}{4}$

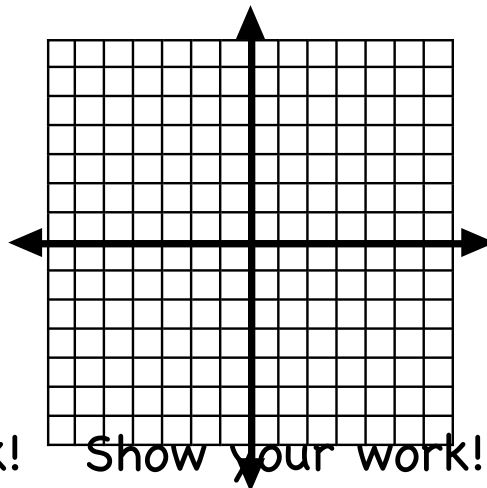
4) Graph the following lines on the coordinate plane:

a) $y = x + 5$

b) $y = -2x + 6$

c) $y = \frac{1}{4}x - 2$


d) $y = -\frac{2}{3}x + 3$



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Summer Review - Week # 

1) Solve for x if $y = -3$:

a) $y = x + 17$
 $-2x - 1$

b) $y = 2x - 4$

c) $y = 9x + 24$

d) $y =$

2) Solve for y if $x = 7$:

a) $y = -3x + 63$
 $10x - 16$

b) $y = 2x - 38$

c) $y = 4x - 25$

d) $y =$

3) Try to reduce before you compute the answers! (This will help when you are trying to reduce.)

a) $\frac{12}{24} \cdot \frac{10}{5} =$

b) $\frac{23}{24} \cdot \frac{14}{46} =$

c) $\frac{3}{4} \cdot \frac{36}{18} =$

d) $\frac{15}{18} \cdot \frac{21}{3} =$

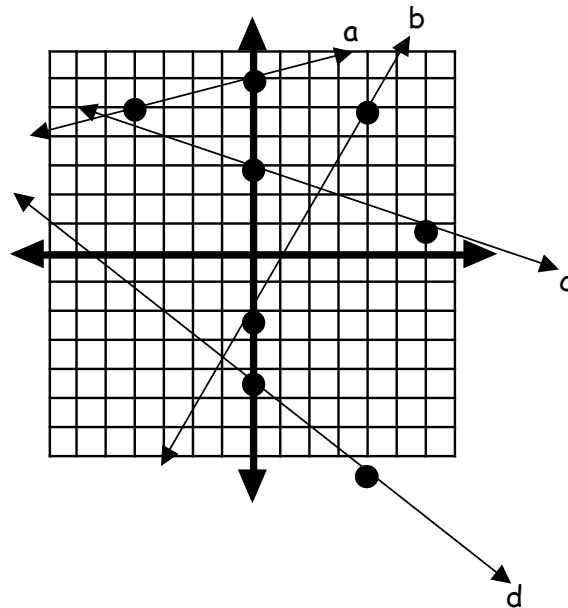
4) Write an equation that represents each of the lines.

a) $y =$

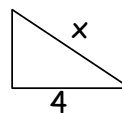
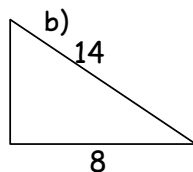
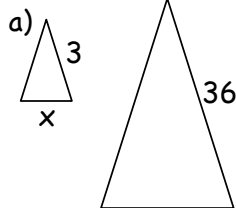
b) $y =$

c) $y =$

d) $y =$



5) Solve for x:



Show your work! Show your work! Show your work!

