Summersill Elementary Summer Packet

Rising 3rd Grader

Name: _____

Dear Parents/Guardians,

Can you believe it is time for summer vacation!? As the year comes to an end, we want to first thank you for sharing your student with us this year. They have worked so hard learning new things and making lots of treasured memories. To encourage our students in becoming lifelong learners, we have provided a summer activity packet for your student to complete during their time away from Summersill this summer.

Enclosed in this packet are activities that you can complete with your student throughout the summer to help review skills your child has learned during the school year. When it comes to summer reading, just do it! Having your student read 20 minutes every day will help protect them from the 'summer slide'.

Did you know? Studies show that children who do not practice their skills and read over the summer have a higher chance of digressing academically by the time they return for the next school year. Thank you for encouraging student learning at home. We can't wait to see you in the fall!

Sincerely,

Your Summersill Family

Bring your completed packet back to school in the fall and celebrate with an ice cream party!

EXCITING *VIRTUAL* FIELD TRIPS

& CHECK OUT SOME MORE FUN RESOURCES FROM MRS RHODES ON HER SITE!

What is
SOCIAL EMOTIONAL LEARNING?

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), social emotional learning is "the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."

DID YOU KNOW?

- Research shows that SEL programming improves academic performance.

- SEL can decrease the likelihood of living in or being on a waiting list for public housing, receiving public assistance, having any involvement with police before adulthood, and ever spending time in a detention facility.

- SEL can improve students' behavior in the classroom and decrease their risk for experiencing depression and other mental health disorders.

- SEL can give students the social skills they need to excel both in the school environment and the workplace.

SOCIAL EMOTIONAL LEARNING
BINGO CHALLENGE BOARD

SELF-MANAGEMENT	SELF-AWARENESS	SOCIAL AWARENESS	RELATIONSHIP SKILLS	RESPONSIBLE DECISION MAKING
Set up a spot where you can go if you feel upset.	Do a feelings check in with yourself. How do you feel? How do you know?	Learn something about another culture.	Write a letter or make a card for a friend.	Work with your family to create a list of consequences for negative behaviors.
Journal, or talk to a family member about how you're feeling every day for a week.	Make a list of the things you love about yourself. Hang it where you can see it every day.	Notice when someone needs something, then meet their need.	Apologize for a mistake you made.	At the end of the day, talk to a family member about your behavior for the day. What went well. What could you have done better?
Set a goal for the week.	Spend two minutes trying to notice your thoughts.	Help a family member without being asked.	Introduce yourself to someone new.	Go out of your way to make someone else feel good.
Come up with a list of things you can do when you feel upset.	Come up with something you can repeat to yourself that helps you feel good about yourself.	Ask a family member how their day is going. Listen to their response.	Solve a disagreement or argument peacefully.	Do something that you are asked to do.

SOCIAL EMOTIONAL LEARNING BINGO IDEAS

SELF-AWARENESS

- Practice taking time to notice how you are feeling and what you are thinking. Slow down and listen to yourself.
- Self talk is the things that we tell ourselves. It's important that we are telling ourselves positive things, because our own voice is the one we hear most often. Come up with positive things you can tell yourself like, "I can do hard things!" or "I make the world a better place." Remember these things when you are feeling down about yourself.

SELF-MANAGEMENT

- All feelings are okay, it's what we do with them that matters! Thankfully, there are a lot of things we can do to help us feel calm.
- If you feel upset, here are some things to try: take deep breaths, count backward from 10, walk away, talk to an adult, think about things that make you happy, or write about your feelings.

SOCIAL AWARENESS

- Watch a video or read a book about another culture.
- Think about needs that your family members have. This could include chores that need to be done, someone who needs encouragement, or someone who needs help with a task.
- Notice how your friends and family members are feeling. Take their feelings into consideration when you interact with them.

RELATIONSHIP SKILLS

- Think about a friend that you want to encourage. A kind card or small gift can go a long way!
- When you have a disagreement with a friend, there are positive ways to handle it. Try calmly talking about it, making a compromise, sharing. You can also use an I-Statement: "I feel ___, when ___, I want___."
- Being kind to people you don't know is a great way to make new friends. Try introducing yourself to someone you don't know. Ask questions to learn about him/her and find out what you have in common.

RESPONSIBLE DECISION MAKING

- We are responsible for our actions. Before we make a choice, it is important to think about the effects. How will this choice impact me? How will this choice impact others around me? Take time to think before you make decisions.
- Reflection is a powerful tool. You can reflect by talking to a friend or family member, by journaling, or just by thinking about what you have done. Reflecting gives us the opportunity to celebrate what we have done well and to consider what we can do better next time.

QUESTIONS TO HELP YOUR CHILD TALK ABOUT SOCIAL EMOTIONAL LEARNING

Self-Awareness:
- How are you feeling right now? How do you know?
- What are 3 things that are really important to you?
- What have you done that you are most proud of?
- What is your favorite thing about yourself?
- What is one thing you want to do when you are an adult?

Self-Management
- What is something that makes you upset?
- What are 3 things you can do when you are upset?
- Why is it important to think before you act?
- What is something you want to accomplish this week? What steps can you take to meet your goal?
- What can you tell yourself when you have to do something that you don't want to do?

Social-Awareness:
- Tell me about someone you know who is different than you. What do you think you can learn from this person?
- What can you do if you see someone being left out?
- Why do you think it's important to treat everyone with respect?
- Do you think it's good that everyone is different, or would it be better if everyone was the same?
- Do you feel like other people appreciate you for who you are, or do you feel pressured to fit in?

Relationship Skills:
- Do you think you are a good friend? Why or why not?
- Do you think your friends are good friends? Why or why not?
- What can you do if you have a disagreement or argument with a friend?
- What can you say if a friend is treating you in a way that you don't like?
- What do you like to do with your friends?

Responsible Decision Making:
- Why can it be helpful to think about multiple ways to solve a problem?
- Tell me about a poor choice you have made recently. What could have you done better?
- If you follow the rules, how do the people around you feel? If you don't follow the rules, how do the people around you feel?
- Why do you think rules exist?
- How can thinking about the consequences of your actions help you make better choices?

SOCIAL EMOTIONAL LEARNING BOOK IDEAS

SELF-AWARENESS

- Visiting Feelings by Lauren Rubenstein
- What Does It Mean To Be Present? by Rana DiOrio
- I Like Myself by Karen Beaumont
- Be Who You Are by Todd Parr
- Zero by Kathryn Otoshi
- The Way I Feel by Janan Cain
- In My Heart: A Book Of Feelings by Jo Witek

SELF-MANAGEMENT

- B Is For Breathe by Melissa Munro Boyd
- Soda Pop Head by Julia Cook
- How Do Dinosaurs Say I'm Mad? by Jane Yolen
- Your Fantastic Elastic Brain by JoAnn Deak
- Salt In His Shoes by Deloris and Roslyn Jordan
- After The Fall by Dan Santat

SOCIAL AWARENESS

- The Judgmental Flower by Julia Cook
- Janine by MaryAnn Cocca-Leffler
- Hey, Little Ant by Phillip and Hannah Hoose
- What's Wrong With Timmy by Maria Shriver
- Different Just Like Me by Lori Mitchell
- Whoever you Are by Mem Fox

RELATIONSHIP SKILLS

- Cliques, Phonies and Other Baloney by Trevor Romain
- Duck, Duck, Goose by Tad Hills
- Pink Tiara Cookies For Three by Maria Dismondy
- The Peace Rose by Alicia Jewell
- Matthew And Tilly by Rebecca Jones
- Little Blue Truck by Alice Schertle
- Enemy Pie by Derek Munson

RESPONSIBLE DECISION MAKING

- What If Everybody Did That? by Ellen Javernick
- Don't Squeal Unless It's A Big Deal by Jeanie Franz Ransom
- Monster, Be Good by Natalie Marshall
- What Do You Do With A Problem? by Kobi Yamada
- What Should Danny Do? by Adir and Ganit Levy
- What's The Problem?: A Story Teaching Problem Solving by Bryan Smith

ELECTRONIC RESOURCES TO ENCOURAGE SOCIAL EMOTIONAL LEARNING

Websites With Activities To Use For Kids:

www.wedolisten.com

www.thenedshow.com

www.emotionalabcs.com

www.randomactsofkindness.org

www.goodcharacter.com

Parent Resource Websites:

www.loveandlogic.com

www.additudemag.com

www.consciousdiscipline.com

www.confidentparentsconfidentkids.org

www.parenttoolkit.com

YouTube Channels:

- GoZenOnline
- HowardBWigglebottom
- Captain McFinn and Friends
- Cosmic Kids Yoga
- ClassDojo

Apps:

Calming Bottle

Breathe, Think, Do With Sesame

Breathe2Relax

Calm

Mindful Powers

DOLCH Sight-Word Lists

Pre-Primer		Primer		List One	
a	look	all	out	after	let
and	make	am	please	again	live
away	me	are	pretty	an	may
big	my	at	ran	any	of
blue	not	ate	ride	as	old
can	one	be	saw	ask	once
come	play	black	say	by	open
down	red	brown	she	could	over
find	run	but	so	every	put
for	said	came	soon	fly	round
funny	see	did	that	from	some
go	the	do	there	give	stop
help	three	eat	they	going	take
here	to	four	this	had	thank
I	two	get	too	has	them
in	up	good	under	her	then
is	we	have	want	him	think
it	where	he	was	his	walk
jump	yellow	into	well	how	were
little	you	like	went	just	when
		must	what	know	
		new	white		
		no	who		
		now	will		
		on	with		
		our	yes		

List Two		List Three		Nouns	
always	or	about	laugh	apple	home
around	pull	better	light	baby	horse
because	read	bring	long	back	house
been	right	carry	much	ball	kitty
before	sing	clean	myself	bear	leg
best	sit	cut	never	bed	letter
both	sleep	done	only	bell	man
buy	tell	draw	own	bird	men
call	their	drink	pick	birthday	milk
cold	these	eight	seven	boat	money
does	those	fall	shall	box	morning
don't	upon	far	show	boy	mother
fast	us	full	six	bread	name
first	use	got	small	brother	nest
five	very	grow	start	cake	night
found	wash	hold	ten	car	paper
gave	which	hot	today	cat	party
goes	why	hurt	together	chair	picture
green	wish	if	try	chicken	pig
its	work	keep	warm	children	rabbit
made	would	kind		Christmas	rain
many	write			coat	ring
off	your			corn	robin
				cow	Santa Claus
				day	school
				dog	seed
				doll	sheep
				door	shoe
				duck	sister
				egg	snow
				eye	song
				farm	squirrel
				farmer	stick
				father	street
				feet	sun
				fire	table
				fish	thing
				floor	time
				flower	top
				game	toy
				garden	tree
				girl	watch
				goodbye	water
				grass	way
				ground	wind
				hand	window
				head	wood
				hill	

Sound Quest /oe/

Jo, the Inuit, has a home not so far from the North Pole. While her dad hunts, her home is an igloo. It is made from solid ice blocks. You may not think it, but her home is snug inside. Jo's dad keeps a fire going inside the ice home. There is a hole in the roof to let the smoke from the fire escape.

It is freezing at the North Pole. There are lots of frozen slabs of ice. The wind tosses things around as it swoops down from the Pole. If you go to visit Jo, take lots of thick clothing. Take an overcoat and a scarf. Take boots, too. If you don't, you could end up with frozen toes.

'o_e'	'o'	'oa'	'oe'

Directions: Have students read the story and circle all the spellings for /oe/. Then have them sort the circled words in the chart at the bottom of the page.

Sound Quest /ie/

Last Friday, Mike and his dad visited the zoo in Ohio. Mike was excited at the idea of seeing the tigers, but as soon as he saw them, he became scared. (Mike is only five.) His dad tried to tell Mike that it would be fine, but Mike started weeping. He was scared of the tigers! At last, Mike's dad asked Mike if he'd like to see the hippos instead. Mike nodded and his sobs went away. He was quiet as he and his dad tried to find the hippos. Once they found them, Mike started smiling and chatting with his dad.

'i_e'	'i'	'ie'

Directions: Have students read the story and circle all the spellings for /ie/. Then have them sort the circled words on the chart at the bottom of the page.

Sound Quest /ue/

Last week, my sister and I argued about whether or not unicorns exist. I tried to tell my sister that unicorns are not real, but she did not listen to me. She said that they are just as real as humans. She said that she's seen one. If you ask me, I think she has confused a horse or a mule with a unicorn. We continued our dispute, but then I realized that arguing with her is useless. I will never be able to get her to understand that unicorns don't exist. Besides, it's sort of cute that she thinks unicorns are real.

'u_e'	'u'	'ue'

Directions: Have students read the story and circle all the spellings for /ue/. Then have them sort the circled words on the chart at the bottom of the page.

This morning, my mom gave me a yell<u>ow</u> pot filled with br<u>ow</u>n soil. She told me that the soil had a fl<u>ow</u>er seed in it. I set the pot on my wind<u>ow</u>sill and waited, but the flower did not gr<u>ow</u>. I put the pot in the sh<u>ow</u>er to water the seed, but the flower did not grow. I placed the pot where the sun would shine on it, but the flower did not grow. I placed the pot in a shad<u>ow</u>, but the flower still did not grow. I fr<u>ow</u>ned and was just about to thr<u>ow</u> it out. At last, my mom said to me, "Don't you kn<u>ow</u> that flowers grow sl<u>ow</u>ly?" Well, n<u>ow</u> I kn<u>ow</u>!

/oe/ like *snow*	/ou/ like *cow*
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

1. yuck

   _____

2. can i sit there

   _____

3. she could wrap a gift

   _____

4. he can swim fast

   _____

5. where is mom's whisk

   _____

6. pick up that mess

   _____

7. that dog has spots

   _____

8. mom

   _____

9. could you pick a spot to sit

   _____

10. dogs can jump high

   _____

Title:

Characters	Setting

Plot

Beginning

Middle

End

Directions: Complete the activity page on any story from Bedtime Tales.

Title of Book: _____

Author: _____

Characters: _____

_____

_____

What happened?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

How did it end?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

How to Make a Pancake

1. You will need:

   _____

   _____

   _____

   _____

2. First you mix together . . .

   _____

   _____

   _____

3. Next, . . .

   _____

   _____

4. Last, you cook it for . . .

   _____

   _____

Directions: In "The Pancake," the mom makes a pancake. Have students write a recipe for making a pancake and draw a picture to go with it.

1. The name of my person is . . .

    _____

    _____

2. I chose this person because . . .

    _____

    _____

    _____

3. What is interesting about my person is . . .

    _____

    _____

    _____

4. One more thing I think is interesting is . . .

    _____

    _____

    _____

Directions: Have students pretend they are the writer of a magazine similar to Kids Excel. Tell them to pretend to interview a person and to use this sheet to help plan their story.

Write a Paragraph

Write one paragraph about what you like about summer.

Summer

_____

_____

_____

_____

Write one paragraph about what is good about winter.

Winter

_____

_____

_____

_____

Write one paragraph about which season you like better.

Which is better?

_____

_____

_____

_____

_____

_____

_____

_____

_____

The Visit

Kim was happy that she had found herself a summer job.

"Let's go and visit Mom," she said. "She will be finished teaching by the time we get there."

Mrs. Gunter was a math teacher. She taught at a college in lower Manhattan.

Kim held up a hand to hail a cab.

A yellow cab screeched to a stop on the side of the street. Kurt and Kim hopped in.

"Where to?" asked the driver.

Kim told him the address.

The cab went shooting off. Wind came rushing in the windows as the cab sped past stores on both sides.

Kurt hung on tight. It was a crazy ride. The cab man was weaving in and out of traffic. Kurt thought they might crash. Part of him was frightened. But part of him found driving at that speed exciting. It was like riding in a race car.

"Do you have a license to drive?" Kurt called to the driver.

"Yes. All cab drivers must have a license," the driver said.

"And they teach you to drive like this?"

"No, no," said the driver. "It takes years and years of driving to become an expert like me!"

They made it safely. Kim paid the driver and gave him a tip. She and Kurt went in to see their mom.

Mrs. Gunter gave Kim a big hug. Kurt snuck in between them so he could be part of the hug, too. Then Kim told her mom how they had spent the day.

Kim listed the places they had visited. She explained what had happened with Tom and Beth, with Alberto at the corner market, with Dwight, the

Man of Light, with Hester the florist, and, at last, with Mr. Fremont. She told her mom how she had used math to help her get the job at the grocery.

By the end of the story, Mrs. Gunter was beaming. "You see," she said. "I told you math would help you out one day. You thought I was crazy."

"You were right," said Kim. "Mr. Fremont was really impressed that I could add up the tally without the cash register and also add in the sales tax."

"Good for you!" said her mom. "I'm so proud of you!"

"I never dreamed I would have a job in a grocery," added Kim, "but I think it's going to be a good job for me."

"It may not be the job of your dreams," said her mom. "But it's a job. The next job you get can be better. And the next one can be even better. If you study hard in college, you will have a chance to get the job of your dreams some day. Until then, just do a good job and save as much of your paycheck as you can."

"I will," said Kim.

"Let's do something fun!" said Kurt.

"I know!" said their mom. "Let's celebrate Kim's new job by getting some subs and snacks and going down to Battery Park for a picnic. Are you two hungry for dinner?"

"You bet!" said Kurt.

"This is crazy!" Kim said. "Mom, all day, Kurt ate and ate. Each time I got him a snack, I said, that's the end of that. But he was still hungry."

"Well, he's a strong, growing child," said Mrs. Gunter. "And he was busy all day."

"That's right!" said Kurt.

They went to a sub shop nearby. Mrs. Gunter ordered a sub for each of them, plus some snacks and drinks.

Then Mrs. Gunter hailed a cab. The three of them got in. The cab took them down the West Side Highway. It dropped them off in Battery Park, on the south end of Manhattan.

The Visit

1. What is Mrs. Gunter's job?

_____

_____

_____

2. Kim hails a cab. What is a synonym for *cab*?

_____

_____

_____

3. What does riding fast in the cab make Kurt think of?

_____

_____

_____

4. What are some risks of driving too fast?

_____

_____

_____

5. What do you think a paycheck is?

_____

_____

_____

6. What are the Gunters going to do to celebrate Kim's new job?

_____

_____

_____

7. When Kim tells Mrs. Gunter that Kurt ate a lot, what does Mrs. Gunter say?

_____

_____

_____

Dear Family Member,

This is the first part of a trickster tale that we are reading in class. Please ask your child to read it aloud to you. After reading the story, have your child draw a picture about the story and write a sentence about the picture on the next page.

The Jumping Frog

"Dad," Mike said, "you said we could have a fun bedtime tale this time. Have you got one that's fun?"

"Yes," said his dad. "I've got one I think you will like. It's a tale my dad used to like to tell. It takes place in the West a long time back in the past. The name of the tale is 'The Jumping Frog'."

Once there was a man named Big Jim who had a frog.

Big Jim held the frog up and made a speech. "This is the best jumping frog in the land!" he said. "This frog has speed. It can jump three feet at once. You think your frog can jump? I'll bet he can't jump like my frog! In fact, I got ten bucks says there's not a frog in the land can jump as fast as this frog. This frog hops like the wind. This frog . . ."

Well, Big Jim would have kept on bragging, but, just then, a man in a black vest got up and spoke.

"My name is Pete. I'm not from here," said the man. "And I do not have a frog. But if I did, I would take the bet and race your frog."

"Well, shucks," said Big Jim. "That's not a problem. Here, take my frog. I'll run down to the stream and catch you a frog so we each have a frog to compete in the race." Big Jim handed his frog to Pete. Then he ran off to the stream.
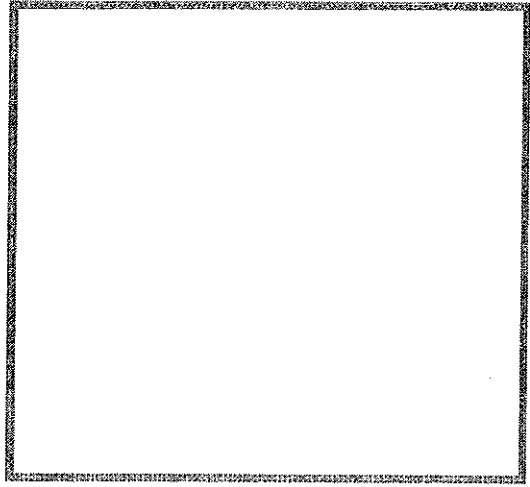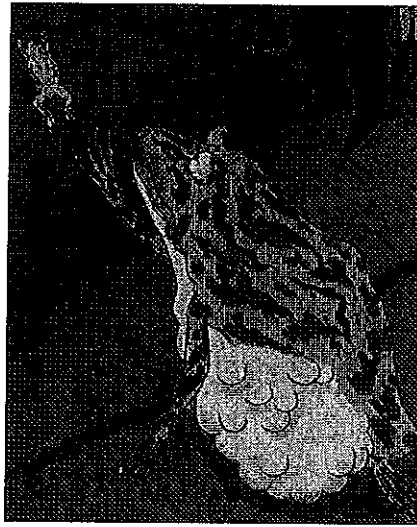
Mike's dad was not finished telling the tale, but Mike had drifted off to sleep. He gave Mike a kiss and hoped he would have sweet dreams.

Directions: In "The Jumping Frog," Big Jim has a frog for a pet. Tell students to compare a frog with his or her favorite pet (real or pretend).

Big Jim's frog looks like _____

_____

_____

_____

Big Jim's frog likes to _____

_____

_____

_____

Big Jim's frog likes to eat _____

_____

_____

Big Jim's frog can _____

_____

_____

_____

My pet looks like _____

_____

_____

_____

My pet likes to _____

_____

_____

_____

My pet likes to eat _____

_____

_____

My pet can _____

_____

_____

_____

Name_____Date_____

Adapted from *The Dutch Twins*:
"Market Day With Father"

by Lucy Fitch Perkins

One afternoon Kit and Kat were playing around the kitchen doorstep while their Mother sat on a bench by the door peeling some onions for supper. It was not yet suppertime, but Mother Vedder was always ahead of the clock with the work.

Kit and Kat had a pan of water and were teaching their ducklings to swim. They each had one little duckling of their very own. The ducklings squawked when Kit lifted them over the edge of the pan and into the water.

"Don't do that, Kit," said Kat. "The ducklings don't like it. You didn't like it when you fell into the water, did you?"

"But I'm not a duck," said Kit.

"Well, anyway, they're tired and want to go to their mother," said Kat. "Let's do something else! I'll tell you what! Let's go out to the garden and help Father get the boat loaded for market."

"All right," said Kit. "May we, Mother?"

"Yes," said Mother Vedder; "and you may ask Father if he will take you to market with him tomorrow if it's fair. Tell him I said you could ask."

"Oh, goody, goody!" said Kit and Kat, both at once; and they ran as fast as their wooden shoes would take them out into the garden.

They found their father cutting cabbages and gathering them into piles. He was stopping to rest for a moment when they reached him.

"O Father!" said Kit and Kat both together. "May we go on the boat to market with you tomorrow morning? Mother said we might ask!"

"We'll help you load the boat," said Kit.

"Yes," said Kat, "I can carry a cabbage."

"I can carry two," said Kit. "We'll both be good," said Kat.

"Very well," said Father, at last. "We'll see how you work! And tomorrow morning, if the weather is good, I'll see! But you must go to bed early tonight, because you'll have to get up very early in the morning, if you go with me! Now you each take a cabbage and run along."

Father Vedder went back to his work.

Kit and Kat ran to the cabbage pile. Kat took one, and Kit took two—just to show that he could.

"When Father says 'I'll see,' he always means 'yes,' " Kat said to Kit.

Perhaps it seems strange to you that they should go to market in a boat, but it didn't seem strange at all to the twins.

You see, in Holland there are a great many canals. They cross the fields like roadways of water, and that is what they really are. Little canals open into big ones, and big ones go clear to the sea.

It is very easy for farmers to load their vegetables for market right on a boat. They can pull the boat out into the big canal, and then away they go to sell their produce in the town.

The canals flow through the towns, too, and make water streets, where boats go up and down as carriages go here.

The twins and their father worked like beavers, washing the vegetables and packing them in baskets, until their good old boat was filled with cabbages and onions and beets and carrots and all sorts of good things to eat.

By that time it was nearly dark, and they were all three very hungry; so they went home.

They found that Mother Vedder had made soup for supper. The twins loved soup. They each ate three bowls of it, and then their mother put them to bed.

1   What must happen for the twins to be able to go to the market?

   A   The weather must be nice, they must work hard, and they need to go to bed early.

   B   They must help their mother with supper and help their father load the boat.

   C   They must put up their ducklings, help load the boat, and help cook dinner.

   D   The boat must be loaded, and they must go to bed early.

2   Which detail supports the idea that the twins were excited to go to market with their father?

   A   "Kit and Kat had a pan of water and were teaching their ducklings to swim."

   B   " 'Let's do something else! I'll tell you what! Let's go out to the garden and help Father get the boat loaded for market.' "

   C   " 'Oh, goody, goody!' said Kit and Kat, both at once; and they ran as fast as their wooden shoes would take them out into the garden."

   D   "Kit and Kat ran to the cabbage pile."

3   What is Kit and Kat's father's job?

   A   boater

   B   farmer

   C   fisherman

   D   wood-carver

4   Which statement shows Kit and Kat are trying to prove they can be helpful and
     should be allowed to go with their father to the market?

     A   "Mother said we might ask!"

     B   "I can carry a cabbage."

     C   "We'll see how you work!"

     D   "And tomorrow morning, if the weather is good, I'll see!"

5   What does Kit and Kat's family take to the market?

     A   meat

     B   fruit

     C   buttermilk

     D   vegetables

Name_____Date_____

Adapted from *The Japanese Twins:* "A Rainy Day"

by Lucy Fitch Perkins

When the twins woke up the next morning it was cold, and the rain was beating on the roof. They couldn't look out of the window to see it, because there were no glass windows in their house. There were just the pretty screens covered with white paper.

Taro slid one of the screens back and peeped out into the garden. "It's all wet," he said to Taki. "We can't play outdoors today."

"We'll have a nice time in the house, then," said Taki. "I can think of lots of things to do."

"So can I, if I try," Taro said.

"Let's try, then," Taki answered.

They thought all the time they were dressing. They put on three kimonos* because it was cold. It made them look quite big. "I've thought of one," Taki called just as she was putting on the last kimono.

"I have, too," Taro said.

"You tell me and I'll tell you," Taki begged.

"No, not until after breakfast," Taro answered. "Then first we'll play one and then the other."

After breakfast Mother was busy waiting on Father and getting him off to his work. Then she had to bathe the baby. So the twins went to Grandmother for help.

"O Ba San" (that means Honorable Grandmother), Taki said to her, "it is rainy and cold, and Taro and I have thought of nice games to play in the house. Will you get the colored sands for us?"

"I know what you're going to do!" cried Taro.

*__kimonos:__ loose robes with wide sleeves

Grandmother brought out four boxes. In one box was yellow sand. In another was black sand. The other two were filled with blue and red sand. Grandmother brought out some large pieces of paper. "Thank you, O Ba San," the twins said.

They spread the paper on the floor. Taro had one piece, and Taki had another.

"I'm going to make a picture of a boat on the sea," said Taro.

He took some of the blue sand in his right hand. He let it run through his fingers until it made a blue sea clear across the paper.

"And now I'm going to make a yellow sky for a sunset." He let the yellow sand run through the fingers of his left hand.

"I'll put some red clouds in it," he said. Then he let red sand run through his fingers.

When that was done he took some black sand. He made a boat.

"Oh, Taro, how beautiful!" Taki said. "Mine won't be half so nice, I'm sure. I'm going to make—I'm going to make—let's see. Oh, I know. I'll make the pine tree beside the pond."

She took some blue sand and made the little lake. Then she took the black sand and made the trunk of the tree and some branches.

She spilled a little of the black sand. It made black specks.

"Oh, dear!" she cried. "I've spilled."

Taro looked at it. "Put the green leaves over the spilled place," he said.

"It isn't the right place for leaves," Taki said.

She took some blue sand in one hand and some yellow in the other. She let them fall on the paper together. They made the green part of the tree.

(27)

"I know what I'll do about the black that spilled," she said. "I'll call it a swarm of bees!"

"I think your picture is just as good as mine," said Taro.

"Oh, no, Honorable Brother! Yours is much better," Taki answered politely.

They showed them to Grandmother when they were all finished. Grandmother thought they were beautiful.

---

1   What is the central message of this selection?

A   The twins can go out to play on a sunny day.

B   The twins can have fun making sand art on a rainy day.

C   The twins can learn how to dye sand to make pictures.

D   The twins can have fun helping their grandma around the house.

2   Which statement from the selection supports the idea that the children are fine with playing inside?

A   " 'It's all wet,' he said to Taki. 'We can't play outdoors today.' "

B   " 'We'll have a nice time in the house, then,' said Taki. 'I can think of lots of things to do.' "

C   "Then she took the black sand and made the trunk of the tree and some branches."

D   "They showed them to Grandmother when they were all finished."

3   Which statement from the selection supports the idea that the twins played well together?

A   " 'I'm going to make a picture of a boat on the sea,' said Taro."

B   "She took some blue sand in one hand and some yellow in the other."

C   " 'I think your picture is just as good as mine,' said Taro."

D   "Grandmother thought they were beautiful."

4   In paragraph 27, what lesson did Taki show she had learned?

        A   Mistakes are not always as big as they seem.

        B   A swarm of bees is a bunch of black dots.

        C   Grandmothers are very helpful and wise.

        D   Mistakes cannot be undone.

5   What is one lesson the reader learns in this selection?

        A   A person should always be better than everyone else.

        B   Grandmothers always know how to do art.

        C   Art projects are never fun on rainy days.

        D   It is good to be kind to one's brothers and sisters.

Name_____Date_____

Show-and-Tell

Marcus was not happy. His teacher, Ms. Page, had announced that they would do something different for show-and-tell that Friday.

"I want you to bring in a book that you've never forgotten," she said. "You'll show us your favorite book, and tell us a little bit about it and why it matters to you."

Marcus was shy, but he usually liked show-and-tell, because he could bring something cool to school and talk about it without being the center of attention. His classmates were usually focused on whatever cool gadget he was talking about.

But a book wouldn't protect Marcus from attention at all.

At home that afternoon, he dropped into a chair and hardly said a word to his mother when she asked him about his day.

"Why are you so grumpy?" his mother asked.

He grunted and said, "No reason."

Marcus's mother never put up with that sort of talk, so Marcus finally told her about show-and-tell.

"I see," she said, looking thoughtful.

After dinner, she handed Marcus a book. "This is your book for show-and-tell," she said.

It was one of their favorites, *The Dot*, by Peter H. Reynolds. It was about a girl who tells her art teacher that she can't draw. The teacher tells her to put a dot on her paper; when she does, the teacher tells her to sign her name. Soon, her dot is framed and hanging in the classroom. That dot launches the girl's love of art.

After reading *The Dot*, Marcus had finally worked up his nerve to try drawing a cartoon like the comic books he loved. Just like the girl in the book, Marcus found that once he started drawing, he couldn't stop!

"I know you're not crazy about talking in front of people, but *The Dot* is easy to explain quickly," she said. "Then you can show them one of your original comic books."

"Show them something I drew?" Marcus said, horrified. "No way."

"Yes, that's what I mean," his mother answered. "All kids think comic books are cool, and yours are amazing."

Marcus didn't have any better ideas, so the next morning, he headed to school with *The Dot* and one of his comic books.

When his turn came, Marcus raced through his summary of the book. Then he nervously told everyone that the book had given him the idea to try drawing his own comic books. (He did not tell them that what it really gave him was courage.)

His stomach was tied in knots as Marcus pulled his comic book out of his binder. He had chosen very carefully, trying to find one his classmates would like.

He passed around the comic book about a superhero named Zen. A buzz of excitement began as his classmates strained to get a look at the story of Zen saving a school bus full of children from an army of giant ants.

"Wow!"

"Hey, let me see it!"

"Look at Zen's superhero suit—cool!"

Ms. Page clapped her hands.

(24)

"Stop pushing and shoving," she said. "I bet Marcus would let us pass his comic book around during reading time later. That way, everyone will get to see it without pushing and shoving. Marcus, thank you for sharing *The Dot*. It's a great reminder that we all have creative talent to share if we just have the courage to take that first step. You're obviously a very talented artist. Given all this excitement, I'd say your comic book is a big hit!"

Marcus headed home with a spring in his step that afternoon, the compliments of his classmates echoing in his head.

1   Which word describes Marcus?

   A   curious

   B   talkative

   C   loving

   D   shy

2   What skill did Marcus begin using after reading *The Dot*?

   A   singing

   B   drawing

   C   painting

   D   dancing

3   How are Marcus and the girl in *The Dot* alike?

   A   They dislike doing homework.

   B   They love art once they try it.

   C   They have an interest in cool gadgets.

   D   They like drawing comic book characters.

4   Which word describes Ms. Page in paragraph 24 of the selection?

    A   encouraging

    B   surprised

    C   anxious

    D   curious

5   How do Marcus's feelings change during the selection?

    A   from nervous to shy

    B   from excited to upset

    C   from angry to surprised

    D   from uneasy to pleased

Name_____Date_____

Phil and Teddy travel from town to town to perform with the circus. The following excerpt is about how Phil was asked to ride standing on the back of a horse in order to earn a meal.

Adapted from *The Circus Boys Across the Continent*: "The Barnyard Circus"

by Edgar B. P. Darlington

"Get up and show us guys if you're a real circus man."

"You mean you want me to ride him?" said Phil.

"Sure thing."

"How?"

"Get on his back and do one of them bareback stunts you was telling us about," and the fellow winked covertly at his companions, as much as if to say, "we've got him going this time."

"What? Here in this rough yard?"

"Yep."

Phil considered for a moment, stamping about on the straw-covered ground, then sized up the horse.

"All right. Bring me a harness and fasten a long enough strap to the bit[1] so I can get hold of it standing up."

He was really going to do as they demanded. The men were surprised. They had not believed he could, and now, at any rate, he was going to make an effort to make good on his boast.

---

[1]**bit:** steel piece in the horse's mouth used to guide it

A bridle[2] was quickly fetched and slipped on the head of old Joe. In place of reins, the farmer attached a rope to the bridle, while Phil measured on the back of the horse to show how long it should be cut. The preparations all complete, Phil grasped the rope and leaped to the high back of the animal, landing astride neatly. This brought a cheer of approval from the audience.

"Now get up on your feet."

"Don't be in a hurry. I want to ride him around the stack a few times to get the hang of the ring," laughed Phil. "It's a good, safe place to fall, anyway. Do I get some breakfast after this practice?" he questioned.

"That depends. Go on."

"Gid-dap!" commanded Phil, patting the horse on its powerful neck. Then they went trotting around the stack, the men backing off to get a better view of the practice.

On the second round Phil drew up before them.

"Got any chalk here?" he asked.

"Reckon there's some in the barn."

"Please fetch it."

They did not know what he wanted chalk for, but the owner of the place hurried to fetch it. In the meantime Phil was slowly removing his shoes, which he threw to one side of the yard. Telling the men to break up the chalk into powder, he smeared the bottoms of his socks with the white powder, sprinkling some on the back of the horse.

"Here, here! What you doing? I have to rub and clean that critter every morning," shouted the owner.

Phil grinned and clucked to the horse, whose motion he had caught in his brief ride about the stack, and once more disappeared around the pile. When he came in sight again, the horse was trotting briskly with Phil Forrest standing up far back on the animal's hips, urging him along with sharp little cries, and dancing about as much at home as if he were on the solid ground.

[2]**bridle:** headgear, which contains the bit and reins used to guide the horse

(23)

The farmers looked on with wide-open mouths, too amazed to speak.

Phil gave a shout, and set the horse going about the stack faster and faster, throwing himself into all manner of artistic positions.

(25)

After the horse had gotten a little used to the strange work, Phil threw down the reins and rode without anything to give him support.

Probably few farm barnyards had ever offered an attraction like it before.

"Come up here!" cried the lad to the smallest of the men. "I'll give you a lesson."

The fellow protested, but his companions grabbed him and threw him to old Joe's back. Phil grabbed his pupil by the coat collar, jerked him to his feet, and started old Joe going at a lively speed.

(29)

You should have heard those farmers howl at the funny sight of their companion sprawling all over the back of the horse with Phil, red-faced, struggling with all his might to keep the fellow on while at the same time trying to prevent himself from taking a tumble!

(30)

At last the burden was too much for Phil, and his companion took an awful tumble head first into the straw at the foot of the stack while the farmers threw themselves down, rolling about and making a great din with their laughter.

"There, I guess I have earned my breakfast," decided the lad, dropping off near the spot where he had cast his shoes.

"You bet you have, little partner. You just come over to the house and fill up on salt pork and cabbage. You can stay all summer if you want to. Hungry?"

"So hungry that, if my collar were loose, it would be falling down over my feet," grinned the lad.

1   What does the phrase "wide-open mouths" in paragraph 23 describe about the farmers?

   A   They were surprised.

   B   They were angry.

   C   They were brave.

   D   They were bored.

2   What is the "strange work" that the horse was doing in paragraph 25?

   A   He was trotting around barrels.

   B   He was prancing around a circle.

   C   He was throwing the rider off his back.

   D   He was letting Phil do stunts on him.

3   What is the meaning of *howl* in paragraph 29?

   A   bark like a dog

   B   cry like a baby

   C   laugh loudly

   D   sing softly

4   What is the meaning of *sprawling* in paragraph 29?

   A   dancing

   B   spreading

   C   running

   D   jumping

5   What is the meaning of the word *din* in paragraph 30?

   A   noise

   B   fight

   C   scare

   D   event

Name_____Date_____

Adapted from *Johann Sebastian Bach: The Story of the Boy Who Sang in the Streets*

by Thomas Tapper

Johann Sebastian Bach's house stands in the town of Eisenach in Germany. It looks very much the same today as it did when Bach was a little boy. Many people go there to visit this house because the little boy grew to be a famous man.

In the same town in which Bach was born, there stands on the top of a hill a very famous castle built many hundreds of years ago. This castle is called Wartburg.

As a boy, little Bach used to climb the hill with his friends, and they, no doubt, had a happy time playing about the castle grounds. In one of its great halls, the musicians and poets of Germany held their song contests.

When Bach was old enough, he used to travel on foot, just as the musicians and poets did; his purpose was to go hear fine organ players. Once, as he sat weary by the roadside, someone threw a fish to him so that he might eat as he rested.

Little Bach's father was named Johann Ambrosius Bach. He, too, was a musician, as his people had been for many years.

Another family member who had musical talent was a miller who played and sang while the corn was grinding. His name was Veit Bach, and his little boy was called Hans the Player because he too loved to play the violin.

When Bach was ten years old, he went to live with his brother, whose home was a few miles away.

While at this brother's house, Bach had music lessons, and he improved so rapidly that he used to beg to be allowed to play the pieces in a big book in the library.

But the brother refused him this pleasure. However, little Bach was eager to learn all the music he could find, so he used to sit up on moonlit nights and copy these pages while his brother was asleep.

But what do you think happened when he had copied everything in that big book?

His brother found out what he had done and took all his precious music away from him.

Bach moved to Leipsic and had been for many years at the head of the Thomas School. He was known as its cantor.* Bach worked very hard here to supply music for several of the Leipsic churches, and he worked so well that his fame spread until it reached the ears of the emperor.

Frederick the Great was also a musician and composer. So he invited Bach to visit him at his castle. There were many people present, but Bach was the main guest. He played on many of the emperor's fine pianos. When he reached home again he composed a musical work and dedicated it to the emperor.

The kind of piano that Bach played on was not called a piano in his day. It was called a clavier or clavichord.

Bach had a very large family, twenty children altogether. Two of them studied music faithfully with their father.

One was Wilhelm Friedemann, for whom the father wrote a book called *Little Preludes*. Friedemann's brother, Carl Philipp Emanuel Bach, was also a very fine clavichord player. He wrote a book about music and composed many pieces.

*__cantor:__ a song leader of a choir

---

1   Why did Bach travel on foot?

   A   to learn how to play the clavichord

   B   to hear music played by fine organ players

   C   to hear his father play for the emperor

   D   to play music with his friends on the castle grounds

2 Which statement from the text explains what Bach did when his brother stopped him from playing pieces from the big book in the library?

   A "As a boy, little Bach used to climb the hill with his friends, and they, no doubt, had a happy time playing about the castle grounds."

   B "Once, as he sat weary by the roadside, someone threw a fish to him so that he might eat as he rested."

   C "However, little Bach was eager to learn all the music he could find, so he used to sit up on moonlit nights and copy these pages while his brother was asleep."

   D "Bach moved to Leipsic and had been for many years at the head of the Thomas School."

3 How did Bach's older brother punish him when he found out that Bach had been copying pages from the big music book?

   A He took away all the pages of music Bach had copied.

   B He sent Bach away to attend the Thomas School.

   C He did not let Bach leave the house for two years.

   D He did not allow Bach to practice the clavichord.

4 According to the text, what was an early piano called?

   A organ

   B cantor

   C violin

   D clavier

5   Why was Bach a guest of Frederick the Great?

   A   Bach supplied music for Frederick the Great's church.

   B   Frederick the Great needed Bach to write a song for him.

   C   Frederick the Great was a musician and composer also.

   D   Bach had asked to play one of Frederick the Great's pianos.

Name_____ Date_____

Hearing Protectors:
What to Say When Friends Say, "No Way."

When your parents and other adults tell you to wear hearing protectors in noisy places, your first thought may be, "What will my friends say?" What they might say, however, is not as important as what you might lose later on. If you force your ears to deal with too much noise for too long a time, you have a good chance of losing some of your hearing. The worst thing is that hearing loss from noise does not get better. Once you have it, it lasts forever.

The solution is simple. Earplugs and earmuffs help protect your hearing from harmful noises. While it's normal for you to want to look like everybody else, there is nothing cool about hearing loss. Get comfortable with hearing protectors. Be a leader in hearing protection! Here are some tips.

Wear hearing protectors that fit your style. Be—

- **Low key:** Earplugs that match your skin tone will be almost invisible. If your hair covers your ears, they'll be completely hidden from view.
- **Stylin':** Hearing protectors come in great colors and designs. Match the color of your earplugs or earmuffs to your braces, your favorite team's colors, or what you are wearing.
- **Outrageous:** Express yourself by decorating your earplugs or earmuffs to match the noisy occasion. Noisy sports event? Decorate your hearing protectors to match the team's colors or mascot. Dress up earmuffs with rabbit ears for spring and antlers for winter. Wrap them or make colorful or fuzzy covers to match your mood, outfit, or school colors.

Learn about the different kinds of hearing protectors. There are many types of earplugs and earmuffs. Some are specially designed for musicians, swimmers, hunters, or people who often fly in airplanes.

Practice wearing your hearing protectors around the house to get used to the fit. At first, you may find that they make your ears feel full. But, just as with new shoes, you'll get used to them. Then, when you are with your friends, you'll feel more comfortable when you want to quickly pop them in or on.

Take along an extra pair of earplugs or earmuffs when you go to a concert, game, or other noisy event. Share them with your friends so they can protect their hearing. Did any of them have ringing in their ears after the last noisy event? This is

very common, and it's caused by—you guessed it!—too much noise. Let your friends know that hearing protectors can also prevent ringing in the ears.

Find out what your favorite musicians and celebrities are doing to protect their hearing. They may be rich, but they know their hearing is priceless. So is the hearing of their fans. Some rock, hip hop, and country music stars encourage their fans to listen to music at safe levels and to wear hearing protectors at concerts.

Practice what to say if friends ask why you wear hearing protectors.

- **Be** bold: *"It's earplugs now . . . or hearing aids later."*
- **Be** funny: *"My career goal is to be an underwater piano tuner. Hearing loss will kill my dream."*
- **Be** smart: *"I wear a bicycle helmet to protect my head and earmuffs to protect my hearing."*
- **Be** a friend: *"Hearing loss from too much noise is permanent—and totally preventable. Want to know how?"*

---

1   What is the main idea of the text?

   A   Hearing protectors are stylish.

   B   Hearing protectors can prevent hearing loss.

   C   Two types of hearing protectors are earplugs and earmuffs.

   D   When people wear hearing protectors, others may stare or laugh.

2   Which sentence from the text tells the reader that hearing protection is more important than what others might think?

   A   "While it's normal for you to want to look like everybody else, there is nothing cool about hearing loss."

   B   "Some are specially designed for musicians, swimmers, hunters, or people who often fly in airplanes."

   C   "Then, when you are with your friends, you'll feel more comfortable when you want to quickly pop them in or on."

   D   "Let your friends know that hearing protectors can also prevent ringing in the ears."

3   Which statement supports the idea that people can express themselves with hearing protectors?

   A   It is important to keep an extra set of hearing protectors.

   B   People should practice wearing hearing protectors.

   C   Hearing protectors should be worn by almost everyone.

   D   Hearing protectors can fit anyone's style.

4   Which sentence from the text supports the main idea?

   A   "Earplugs and earmuffs help protect your hearing from harmful noises."

   B   "You may find that they make your ears feel full."

   C   "Share them with your friends so they can protect their hearing."

   D   "They may be rich, but they know their hearing is priceless."

5   Which statement summarizes the text?

   A   Practicing wearing hearing protectors is important.

   B   Hearing protectors can be worn in any number of ways.

   C   Practice what to say when asked about hearing protectors.

   D   Hearing protectors are important to wear, despite how they look.

Name_____Date_____

In this text, children are by a pond with their teacher, watching, and learning about a walking stick.

Adapted from "Neighbor Walking Stick"

by Margaret Warner Morley

What has she found, John?

Oh, it is a walking stick!

Why do I call it that?

Look and see.

Does it not look like a stick?

And does it not walk?

Then why is not walking stick a good name for it?
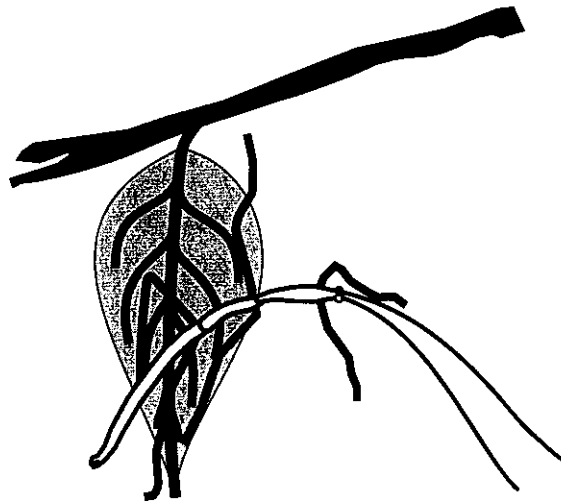
Amy thinks its legs look like a collection of pine needles, for they are green and flat on the upper joints. It is as pretty as it is odd, with its brown body and its green legs.

This is the male walking stick; the female has brown legs. She is brown all over, just the color of dried leaves, and she is not as slender as her mate.

Mollie thinks it is the long and slender thorax[1] that makes the walking stick look so odd. See its thorax. Its six legs are attached to its thorax, which is as long and as slender as the abdomen.

John thinks it looks odd because everything about it is so long and slender.

Long antennae, long legs, long thorax, long abdomen—that is Mr. Walking Stick.

Sir, why do you have such long antennae? Can you hear and feel and smell extra well because of them?

I wish you could tell us about them.

Now where is it?

(16)

Oh, yes, it is standing on that brown twig. It is so nearly the color of the twig and so much the shape of a little stick itself, that it is not easy to find it.

There, it is walking off again.

It has a good name, for I am sure that if a stick tried to walk, it could not do it more awkwardly. See now, what it is doing, hanging by one foot from that twig. How still it is.

Who would imagine, seeing it for the first time, that it was a living creature?

[1]**thorax:** the middle part of an insect's body

The walking sticks feed on leaves, and I suppose their strange shape and their color protect them from being eaten by birds. A bird would have to be very close to a walking stick to tell it from a twig.
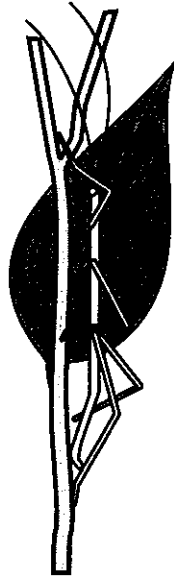
The female drops the eggs on the ground, and leaves them to hatch and make their way in the world as best they can. The young walking sticks look just like their parents, only of course they are very small, and they are green in color, like the leaves they eat.

They eat and grow and molt,[2] and eat and grow and molt, until they are grown up.

(23)

There are a good many species of walking sticks in the world, particularly in hot countries; and to their family belong the longest of known insects, some being nearly a foot long. Just imagine a walking stick a foot long! And some of them are quite prettily colored, though certain species are not pleasant to handle, because they give forth a bad-smelling, milky fluid when disturbed.

They are gentle little folk, all of them, and move slowly about over the leaves and twigs, not wishing to harm any living thing. Some members of the walking stick family have wings, and these are even more curious than those that have none.

Their wings and legs are flattened to look like leaves, so that it is very difficult to find them.

Yes, Amy, they are also the color of the leaves they live among.

[2]**molt:** to shed old skin which is then replaced by a new one

1   How are John's and Mollie's thoughts about the walking stick similar?

    A   Both think the walking stick is scary.

    B   Both think the walking stick looks fierce.

    C   Both think the walking stick looks odd.

    D   Both think the walking stick is friendly.

2   According to paragraph 16, what is an effect of the walking stick being brown like a twig?

    A   It is easy to find.

    B   It is hard to find.

    C   It moves quickly.

    D   It moves slowly.

3   According to paragraph 23, what is an effect of disturbing certain species of walking sticks?

    A   They give forth a good-smelling fluid.

    B   They give forth a white, smelly fluid.

    C   They use twigs for protection.

    D   They change colors and hide.

4   According to the text, what occurs after the female walking stick drops the eggs on the ground?

   A   She hides the eggs until they hatch.

   B   She sits on the eggs to keep them warm.

   C   She stays and protects the eggs from harm.

   D   She leaves the eggs to hatch and live alone.

5   Which is the final step in the birth process of walking sticks?

   A   The eggs hatch after falling on the ground.

   B   The babies eat the remaining eggshells.

   C   The babies grow inside the eggs.

   D   The mother drops the eggs.

Name_____Date_____

Visiting Salzburg

(1)

Salzburg is a wonderful and attractive city in Austria. The city has the grand Alps[1] in the background. This mountain range is huge and splendid to look at. Salzburg is home to the famous movie, *The Sound of Music*. Not only was this popular movie filmed in Salzburg, but Mozart, the famous classical music composer, was also born here. The Salzach River winds through the city which adds to the beauty of the city itself. Salzburg has many winding roads, town squares, and alleyways that make the city enchanting. The buildings in the downtown area are very old and give the city's appearance some character. As the years have gone by, the buildings have changed and become more modern as the city expanded. But even though appearances change, the traditions[2] of the city stay the same.

[1]**Alps:** a mountain range in Europe
[2]**traditions:** a group's beliefs and customs

(2)

As a little girl, I visited Salzburg with my family. It was the middle of November and snow blanketed the city. The streets were shoveled and salted so that the cars and trams could continue to run as normal. One of the best things to do in Salzburg is to take a horse and carriage tour of the city. The horse carriages are parked in a line inside one of the famous town squares so that they attract the attention of tourists. As soon as I saw the horses, I begged my parents to let us take a ride. They agreed and let me pick which one we rode. I walked down the row of carriages, carefully looking over each set of horses. I ended up picking one with two beautiful chestnut brown draft horses with white feathers on their hooves. We quickly piled in and got comfortable, as our guide prepared the carriage to leave. Before long, we were on our way.

(3)

The horse carriage ride was magical. I loved the sounds of the horses' hooves on the stone streets as the horses trotted through the city. Our tour guide told us all about the history of Salzburg, as we rode down its streets. He told us about all the famous sites and even showed us the birthplace of Mozart! He also took us to see some of the best views of the city so we could take pictures. As our ride came to an end, we left our carriage in the same square in which we started. We continued walking and looking in all the stores that we passed. Eventually, we walked into another town square. This one was different from the one we had just come from. Unlike the last town square, this one had a life-size chessboard[3] painted on the ground. There was a crowd surrounding the chessboard so I went over to get a closer look. Two men were in the middle of an intense game of chess. They never smiled or looked away from the chessboard. They were both there to win. Each chess piece was at least four or five feet tall. However, they weren't too heavy to pick up since they were made of plastic. I sat there watching the game for at least 20 minutes before my parents told me it was time to go.

My experience in the city was a good one. Seeing all the historic sites and city squares was the most fun I had in a long time. On the way to our hotel, we stopped and got a few pretzels and coffee. I ate my pretzel as I thought about how much I had enjoyed all the things I had seen in Salzburg.

[3]**chessboard:** a game board divided into 64 squares of 2 different colors

1   What is the meaning of *grand* in paragraph 1?

   A   beautiful

   B   simple

   C   gentle

   D   hidden

2   What is the meaning of *appearance* in the sentence below from paragraph 1?

   "The buildings in the downtown area are very old and give the city's appearance some character."

   A   beginning

   B   delight

   C   opening

   D   look

3   What is the meaning of *blanketed* in paragraph 2?

   A   faced

   B   covered

   C   finished

   D   crowded

4   What is the meaning of *surrounding* in the sentence below from paragraph 3?

"There was a crowd surrounding the chessboard so I went over to get a closer look."

A   to the left of

B   far away from

C   on all sides of

D   able to be seen

5   What is the meaning of *intense* in the sentence below from paragraph 3?

"Two men were in the middle of an intense game of chess."

A   fair

B   plain

C   calm

D   serious

Name_____Date_____

Adapted from "Lightning"

At any moment, there are 2,000 lightning storms around the world.

Almost every day someone is struck by lightning. Most of these people survive—with lifelong health problems—but many do not.

In addition to lightning, thunderstorms also produce strong winds and hail. Some hail may be as big as golf balls or baseballs. Thunderstorms occur all year but are most common in spring and summer.

Before a Storm

Keep an eye on the sky. On a hot day, clouds build up. They grow larger, towering higher and higher. They darken. The top of the clouds may be spread out by winds at high altitudes.

- As clouds develop, small bits in the clouds become charged with electricity. When the charges overflow, they make a lightning flash.

- Lightning may go from one part of a cloud to another or from cloud to cloud. It may go from a cloud to the ground.

- Lightning takes the shortest path. So it hits the highest objects—a 6-foot tree or a 3-story house, a tower, or a person standing alone in a flat field.

Lightning may hit the same place or person several times.

(5)

Ray Sullivan, a retired National Park Ranger, was hit 7 times by lightning. He has been knocked down, and picked up and thrown into the air. He has lost his shoes and a toenail, and he can't hear as well, but at least he's still alive.

(6)

Now he lives in a mobile home with lightning rods on each end and lightning rods on trees around his home. Hopefully, lightning will follow the rods and leave Ray alone.

BOOM!

Thunder and lightning occur at the same time. It just seems like you see the lightning first because light moves faster than sound.

(8)

As soon as you see lightning, count the seconds until you hear the thunder. If you count 5 seconds, the lightning was about a mile away. Sound goes about 1,000 feet a second. In the metric system, if you count three seconds to hear thunder, the storm is about a kilometer away.

If you see lightning and hear thunder at just about the same moment, watch out. The storm is right above you.

(10)

Sometimes when it's stormy, you don't see any streaks of lightning, but the sky lights up occasionally. It means the storm is very far away, too far for you to see the streaks, and perhaps so far you don't hear any thunder either.

Lightning can do strange things like make a tree explode. Lightning heats the sap in the tree trunk. The sap changes to steam. The steam expands and blows up the tree. In a herd of cows, one of a dozen might be struck. The others may be untouched. Lightning can also kill a whole herd.

What To Do When You Hear Thunder

- Get into your home or a large building.

- Get inside a hard-topped car.

- If you are in a field, run to a safe building or your car. Don't lie down because wet ground can carry electricity.

- If you are in water, get out. Get away from the beach. When thunder roars, go indoors!

- If you can't get to a building or car, stay in the open, not under a tree or in a picnic shelter or shed. It's better to get wet than fried! Lightning hits the tallest object.

- Move away from anything made of metal like a framed backpack. Metal carries electricity to you.

- Get to the lowest point possible if you are on a hill or mountain.

- Get out of a boat and into a building.

If You're Inside

13

Keep away from windows and doors. Flying glass could hurt you.

14

Turn off the computer. Don't use a phone with a cord, the microwave, or other electric appliance. Lightning could follow the wire, hurt you, and wipe out the appliance.

Stay away from sinks and tubs and anything else wet that could conduct electricity. Only use a cell phone or cordless phone during a lightning storm.

---

1   What is the connection between paragraphs 5 and 6?

   A   Paragraph 5 explains how Ray Sullivan escaped the storms mentioned in paragraph 6.

   B   Paragraph 5 explains why Ray Sullivan uses the lightning rods mentioned in paragraph 6.

   C   Paragraph 5 describes how Ray Sullivan built the new home mentioned in paragraph 6.

   D   Paragraph 5 introduces the reasons Ray Sullivan lives in the city mentioned in paragraph 6.

2   How are paragraphs 8 and 10 similar?

   A   Both describe how thunder sounds.

   B   Both explain the dangers of lightning strikes.

   C   Both explain the park ranger's lightning experiences.

   D   Both describe how to know how far away a storm is.

3   In the section, "What To Do When You Hear Thunder," how does the sentence below affect the rest of the section?

"When thunder roars, go indoors!"

A   It explains that thunder can be very loud.

B   It describes the way thunder sounds during a storm.

C   It repeats the idea that the safest place in a storm is inside.

D   It introduces the idea that playing outside in a storm can be fun.

4   What is explained by the two sentences in paragraph 13?

A   Lightning can break glass, which can cause injuries.

B   It is easy to trip and fall through a window or a door.

C   Throwing something during a storm could break glass.

D   Closing a window or door in a storm can be dangerous.

5   What is the connection between the two sentences below from paragraph 14?

"Don't use a phone with a cord, the microwave, or other electric appliance. Lightning could follow the wire, hurt you, and wipe out the appliance."

A   They describe the problem caused by turning off the computer in a lightning storm.

B   They explain the difference between using a phone with a cord and using a cell phone.

C   They describe the possible effect of using appliances during a lightning storm.

D   They explain the benefit of staying safe inside during a lightning storm.

Unit 1 – Standard NC.2.OA.1

1. A zookeeper has 7 apples.
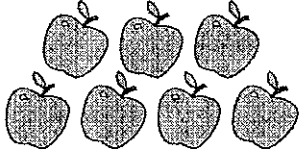
The monkeys eat 3 apples. Then the birds eat some apples. Now the zookeeper has 2 apples. How many apples did the birds eat?

A. 2

B. 3

C. 4

D. 8

2. Jessica swam for 62 minutes this morning. This is 38 fewer minutes than she swam yesterday. Jessica writes this equation to find how many minutes she swam yesterday.

$$\underline{\hspace{2cm}} - 38 = 62$$

What is the missing number in Jessica's equation?

A. 24

B. 36

C. 96

D. 100

3. Jane places oak leaves in a bag. Then she puts 22 maple leaves in the bag. Now there are 70 oak and maple leaves in Jane's bag, as shown on the number line.
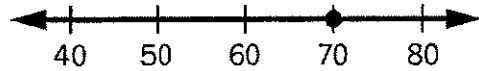
How many oak leaves does Jane have?

A. 48

B. 52

C. 58

D. 92

4. Kia has 21 more baseball cards than Dan. Kia has 82 baseball cards.

Which equation can be used to find how many baseball cards Dan has?

A. $21 + 82 = \boxed{}$

B. $21 + \boxed{} = 82$

C. $82 + \boxed{} = 21$

D. $21 - \boxed{} = 82$

Concept Practice

1. Maya eats 36 more peas than Ron. Maya eats 63 peas. Which equation can be used to find how many peas Ron eats?

A. $63 + 36 = \boxed{}$

B. $\boxed{} - 36 = 63$

C. $63 - 36 = \boxed{}$

D. $36 + 36 = \boxed{}$

2. Carl pours juice into plastic cups. He serves 19 cups of juice. He has 19 cups of juice left. How many cups of juice did Carl pour? Use the rows from the hundred chart to help find the answer.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	●	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

A. 0

B. 28

C. 38

D. 40

3. Bianca has 9 toy cars as shown on the number line.

0 1 2 3 4 5 6 7 8 9 10
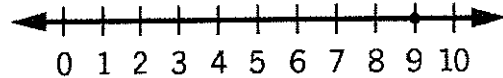
She gives 6 cars to Al. Then Luke gives Bianca some cars.

Now Bianca has 7 cars. How many cars did Luke give Bianca?

A. 1

B. 2

C. 3

D. 4

4. Juan has a bag of 44 carrots. He uses base 10 blocks to model the carrots.
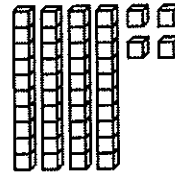
Juan has 14 more carrots than Lexi. How many carrots does Lexi have?

A. 30

B. 34

C. 39

D. 58

Unit 3 – Standard NC.2.OA.3

1. Derek bakes cakes for his bakery. He needs 2 eggs for each cake. Derek must have an even number of eggs. Which carton of eggs shows an even number?

A.

B.

C.

D.
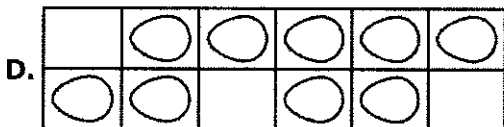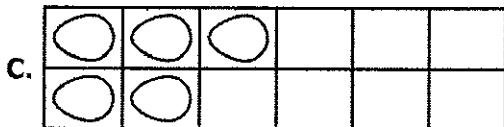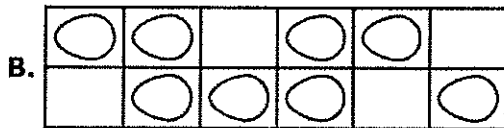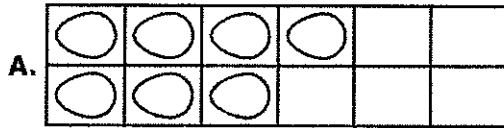
2. Each word on Shay's spelling list has an even number of letters. Which word could be on Shay's list?

A. counted

B. draw

C. jar

D. sound

3. Jana collects rocks to paint. She collects an odd number of rocks. Which equation could show the number of rocks Jana collects?

A. 6 rocks + 6 rocks = 12 rocks

B. 6 rocks + 5 rocks = 11 rocks

C. 5 rocks + 5 rocks = 10 rocks

D. 8 rocks + 8 rocks = 16 rocks

4. Two rows of ladybugs are shown.
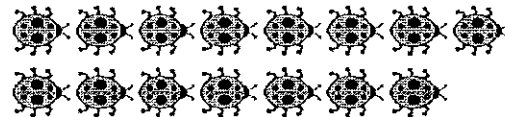
Which is a true statement about the ladybugs?

A. There is an even number of ladybugs.

B. All the ladybugs can be put into pairs.

C. If the ladybugs are paired, one is left over.

D. A total of 15 can be made using 2 equal rows.

Concept Practice

1. Jet, Dal, Moe, and Nan created rows of counters.

Jet

Moe

Dal

Nan
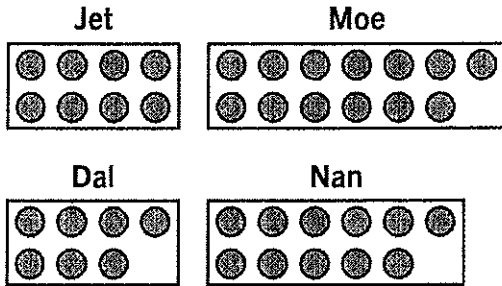
Which student used an even number of counters?

A. Dal

B. Jet

C. Moe

D. Nan

2. Which is a true statement about this picture?
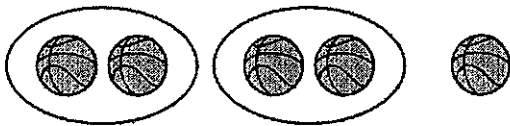
A. None are left over when 5 balls are grouped into pairs.

B. The number 5 is even.

C. A sum of 5 can be made with two equal addends.

D. The number 5 is odd.

3. Which counting pattern **best** shows that 12 is an even number?

A. 0, 3, 7, 12

B. 2, 4, 6, 8, 10, 12

C. 3, 6, 9, 12

D. 30, 25, 20, 15, 12

4. Byron placed these crackers on the table.
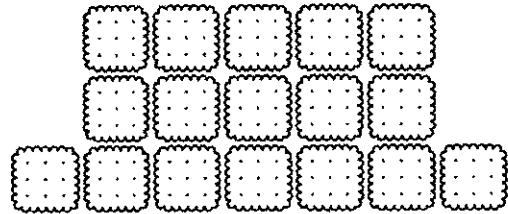
Next, Byron ate some crackers. Then there were an odd number of crackers left. How many crackers might Byron have eaten?

A. 5

B. 10

C. 11

D. 13

Instruction

Concept Application

1. Ellie adds 2 + 2 + 2 to find the total number of dots in an array. Which shows Ellie's array?

A. [dots]

B. [dots]

C. [dots]

D. [dots]
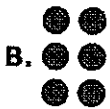
2. Juan has a sheet of stickers.

[sticker array image]
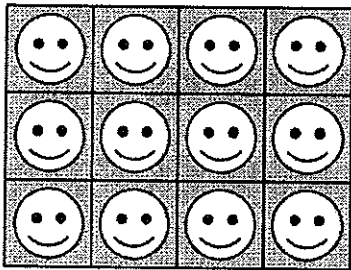
Which expression can Juan use to find the total number of stickers?

A. 3 + 3 + 3

B. 4 + 4 + 4 + 4

C. 3 + 3 + 3 + 3 + 3

D. 4 + 4 + 4

3. Dante cuts five equal rows of squares from grid paper. The picture shows one row.

[grid row image]

Dante makes a rectangular array with the rows. Which equation shows how he can find the total number of squares in the array?

A. 4 + 4 + 4 + 4 = 16

B. 1 + 1 + 1 + 1 = 4

C. 4 + 4 + 4 + 4 + 4 = 20

D. 4 + 4 + 4 = 12

4. Marta fills a rectangular album page with 9 baseball cards. Which could be true of the page?

A. It holds 9 rows of cards with 2 cards in each row.

B. It holds 3 rows of cards with 2 cards in each row.

C. It holds 3 rows of cards with 3 cards in each row.

D. It holds 4 rows of cards with 5 cards in each row.

Concept Practice

1. Luis buys a box of golf balls.
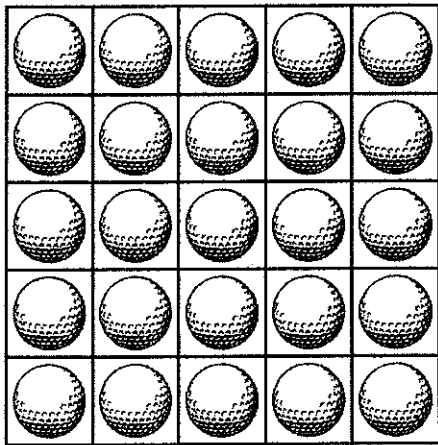
Which equation can Luis use to find the total number of golf balls in the box?

A. $5 + 5 = 10$

B. $5 + 25 = 30$

C. $5 + 5 + 5 + 5 = 20$

D. $5 + 5 + 5 + 5 + 5 = 25$

2. Which expression can be used to find the total number of squares in this array?

A. $4 + 4$

B. $2 + 4$

C. $4 + 4 + 4$

D. $2 + 2 + 2$
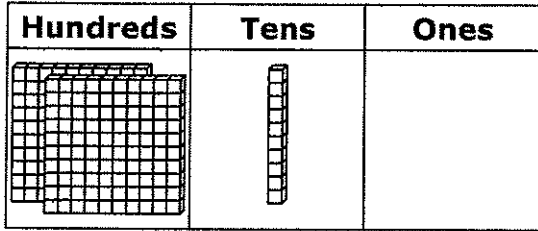
3. Josh found the total number of ladybugs by adding $5 + 5 + 5 + 5$. Which array shows the ladybugs Josh counted?

A.

B.

C.

D.

4. Mr. Smith baked 3 rows of cookies, with 3 cookies in each row. How many cookies did Mr. Smith bake?

A. 3

B. 6

C. 9

D. 12

 MATH | LEVEL 2

Unit 5 – Standard NC.2.NBT.1

1. What number is shown on the place-value chart?

Hundreds	Tens	Ones

A. 21

B. 201

C. 210

D. 300

2. Kendrick helps in the school cafeteria. He counts the straws in bundles of 10 and bags of 100. The picture shows the number of straws Kendrick counts.
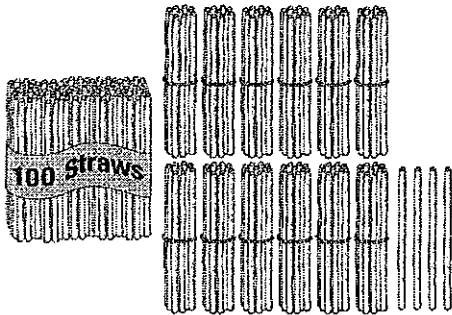
How many straws does Kendrick count?

A. 116

B. 194

C. 204

D. 224

3. What whole number is shown by the base 10 blocks?
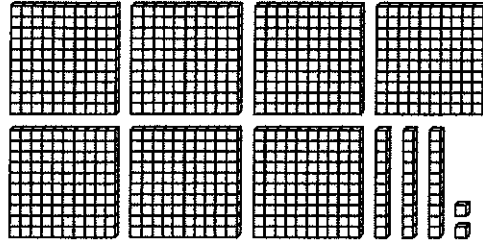
A. 237

B. 327

C. 723

D. 732

4. Which model shows the value of the 2 in 295?

A.

B.

C.

D.

MATH | LEVEL 2
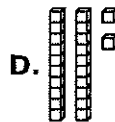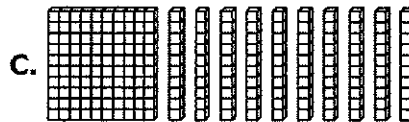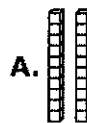
Concept Practice

1. The picture shows the gum Coach Rice bought for the school fair.
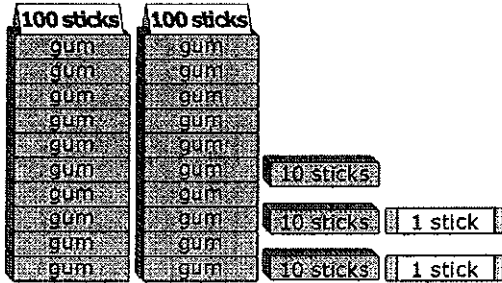
How many total sticks of gum did Coach Rice buy?

A. 205

B. 223

C. 232

D. 250

2. What number is shown by the base 10 blocks?
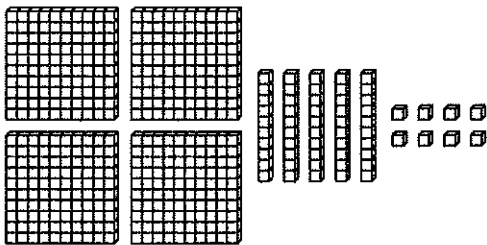
A. 458

B. 548

C. 845

D. 854

3. What number is shown on the place-value chart?
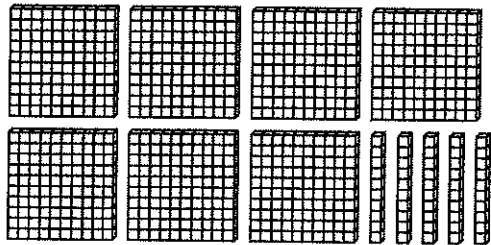
Hundreds	Tens	Ones

A. 316

B. 319

C. 320

D. 326

4. Which model does **not** show 314?

A.

B.

C.

D.

Unit 7 – Standard NC.2.NBT.3
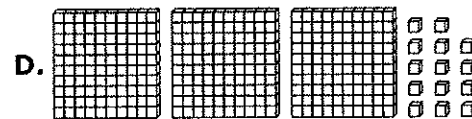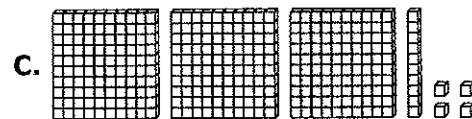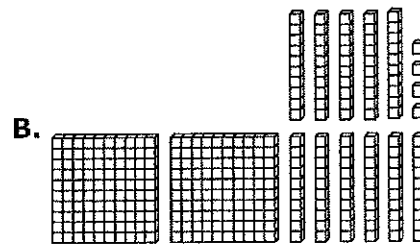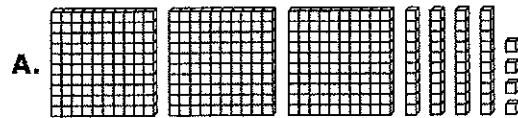
1. There were 394 people at the school math night. How is the number 394 written in words?

   A. thirty-nine hundred four

   B. three hundred forty-nine

   C. three hundred ninety-four

   D. three nine four

2. Alvin buys blocks to build a model airport. He has 400 + 30 + 8 blocks. How can Alvin write the number of blocks in words?

   A. four hundred three hundred eight

   B. four hundred thirty-eight

   C. four hundred eighty-three

   D. four hundred tens thirty-eight

3. Which shows five hundred sixty-three written in expanded form?

   A. 500 + 630

   B. 5 + 6 + 3

   C. 500 + 600 + 3

   D. 500 + 60 + 3

4. Which of these numbers is equal to 9 hundreds?

   A. 90

   B. 901

   C. 999

   D. 900

5. Lena has three hundred twelve sheets of paper. Which numeral shows how many sheets of paper Lena has?

   A. 300

   B. 312

   C. 320

   D. 321

6. The base 10 blocks show a number.

Which sum has the same value as the blocks?

   A. 70 + 5

   B. 700 + 15

   C. 7 hundreds + 5 ones

   D. 6 hundreds + 10 tens + 5 tens

1. The base 10 blocks show a number.
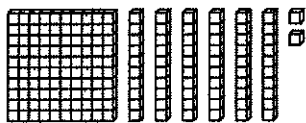
Which number has the same value as the blocks?

A. one hundred sixteen two

B. 1 hundred + 5 tens + 12 ones

C. one hundred sixty

D. 100 + 6 + 2

2. Ms. Waller's class collects 604 milk caps. How is the number of milk caps written in words?

A. sixty hundred four

B. six hundred forty

C. six hundred four

D. sixty four hundred

3. Which shows the number 593 in expanded form?

A. 500 + 90 + 3

B. 500 + 9 + 3

C. 50 + 90 + 3

D. 5 + 9 + 3

4. There are 200 + 80 + 1 chapter books at the book fair. How is the number of chapter books written in words?

A. two hundred nine

B. two hundred eighteen

C. two hundred ninety-one

D. two hundred eighty-one

5. A farmer collects seven hundred two eggs. Which shows the number of eggs?

A. 70 + 2

B. 7 hundreds + 2 tens

C. 7 hundreds + 2 ones

D. 700 + 20

6. Which shows the number 600 in words?

A. six tens

B. sixty

C. six zero zero

D. six hundred

1. There are 123 students in the school play. There are 136 students in the school musical. Which is a correct comparison of the numbers of students?

A. 136 > 123

B. 136 < 132

C. 123 > 136

D. 132 < 123

2. Mae has 425 action figures. Roulon has 452 action figures. Which is a correct comparison of the numbers of action figures?

A. 425 > 452

B. 425 = 452

C. 452 > 425

D. 452 < 425

3. Which number correctly completes the comparison?

274 < _____
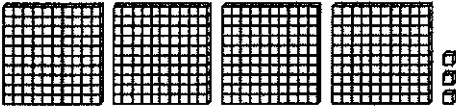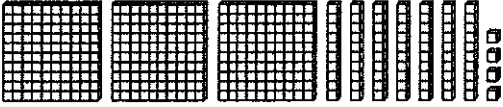
A. 175

B. 270

C. 274

D. 365
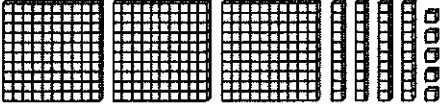
4. The comparison has a missing number.
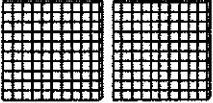
_____ > 380

Which set of base 10 blocks represents a number that correctly completes the comparison?

5. A computer repair worker fixed 810 computers last year. She fixed 904 computers this year. Which statement about the repairs is correct?

A. 810 > 904 because 810 has more tens than 904.

B. 810 < 904 because 810 has fewer hundreds than 904.

C. 904 < 810 because 904 has fewer tens than 810.

D. 904 = 810 because both numbers have a zero.

Concept Practice

1. The shoes Noah wants to buy cost less than $120. Which pair of shoes does Noah want to buy?

A. $134

B. $127

C. $123

D. $117

2. Tess lives 676 miles from her cousin's house. She lives 684 miles from her grandfather's house. Which is a correct statement about the numbers of miles?

A. 676 > 684 because 676 has more ones than 684.

B. 676 < 684 because 676 has fewer tens than 684.

C. 684 = 676 because both have the same number of hundreds.

D. 684 < 676 because 684 has fewer ones than 676.

3. Which number correctly completes the comparison?

_____ > 404

A. 4 hundreds + 1 ten

B. 401

C. 14 tens

D. 100 + 4

4. Ned's school has 745 students. Ava's school has 754 students. Which is a correct comparison of the numbers of students?

A. 745 > 754

B. 754 < 745

C. 745 < 754

D. 754 = 745

5. Which of the following is *not* true?

A. 748 > 536

B. 536 < 500

C. 748 > 500

D. 500 < 536

MATH | LEVEL 2

Unit 9 – Standard NC.2.NBT.5

1. Jeremy finds 13 craft sticks in a drawer. He finds 32 craft sticks in a closet. How many craft sticks does Jeremy find?

   A. 11

   B. 19

   C. 21

   D. 45

2. Which shows one way to find the difference of $70 - 11$?

   A. $70 - 10 = 60$, then $60 + 1 = 61$

   B. $70 - 11 = 69$, then $69 - 1 = 68$

   C. $70 - 10 = 60$, then $60 - 1 = 59$

   D. $70 - 1 = 69$, then $69 - 11 = 58$

3. Bo says his book has 43 more pages than Tina's book. Tina's book has 29 pages. Which method can be used to find the number of pages in Bo's book?

   A. $43 - 29$

   B. $40 + 3 + 2 + 9$

   C. 4 tens + 2 tens + 3 ones + 9 ones

   D. $40 + 30 + 20 + 9$

4. Elsa will have a birthday party in 54 days. Abner will have a birthday party in 21 days. Elsa uses these steps to find how many days are between her party and Abner's party.

$$54 = 5 \text{ tens} + 4 \text{ ones}$$
$$- \ 21 = 2 \text{ tens} + 1 \text{ ones}$$

Which equation shows Elsa's answer?

   A. $52 - 41 = 11$ days

   B. $30 - 3 = 27$ days

   C. $30 + 3 = 33$ days

   D. $54 + 20 = 74$ days

5. The chart shows the heights of four students.

Heights of Students

Name	Height in Inches
Verb	40
Walker	58
Yuma	49
Zack	39

The sum of the heights of two students equals the sum of $50 + 38$. Which shows the students?

   A. Yuma and Zack

   B. Yuma and Verb

   C. Walker and Zack

   D. Verb and Zack

Concept Practice

1. John plans to run a total of 30 laps on Wednesday and Thursday. He runs only 14 laps on Wednesday. How many more laps does John have to run on Thursday?

   A. 6
   B. 16
   C. 34
   D. 44

2. Which equation is correct?

   A. 79 + 19 = 80 + 18
   B. 76 + 15 = 75 + 14
   C. 79 + 11 = 10 tens
   D. 72 + 27 = 80 + 20

3. Claire has 52 rocks in her collection. Simone gives her 16 more rocks. Which equation can Claire use to find the total number of rocks she has?

   A. 5 + 2 + 1 + 6 = 14
   B. 5 + 2 + 10 + 6 = 23
   C. 50 + 2 + 1 + 6 = 59
   D. 50 + 2 + 10 + 6 = 68

4. Which of the following does **not** have the same difference as 89 – 62?

   A. 54 – 37
   B. 58 – 31
   C. 46 – 19
   D. 70 – 43

5. How can place value be used to find the sum of 23 + 44?

   A. 2 tens + 4 tens = 6 tens
      6 tens + 3 ones = 63

   B. 2 tens + 4 tens = 6 tens
      6 tens + 4 ones = 64

   C. 2 tens + 4 tens = 6 tens
      3 ones + 4 ones = 7 ones
      6 tens + 7 ones = 67

   D. 3 tens + 4 tens = 7 tens
      2 ones + 4 ones = 6 ones
      7 tens + 6 ones = 76

Unit 11 — Standard NC.2.NBT.6
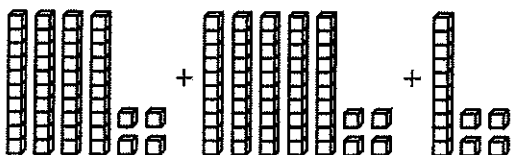
1. What is the sum?

A. 98

B. 102

C. 108

D. 112

2. Kara has 32 red beads, 43 blue beads, and 17 silver beads. How many beads does Kara have?

A. 75

B. 82

C. 92

D. 102

3. Reyna puts rocks in three bags. The bags have 45, 67, and 15 rocks. What is the total number of rocks in the bags?

A. 117

B. 126

C. 127

D. 137

4. Jeff adds three numbers. Part of his work is shown.

$$100 + 15 = 115$$

Which could be Jeff's three addends?

A. 50 + 50 + 10

B. 35 + 35 + 40

C. 40 + 60 + 5

D. 75 + 25 + 15

5. Lacy earns $31, $26, and $19 mowing three lawns. She trades the money for one- and ten-dollar bills. Which bills does Lacy receive?

A. 6 tens and 6 ones

B. 7 tens and 6 ones

C. 7 tens and 7 ones

D. 8 tens and 7 ones

6. Eric adds the numbers of pages in three books. The sum of the pages is 124. Which addition problem has a sum of 124?

A. 59 + 51 + 24

B. 34 + 58 + 32

C. 86 + 17 + 22

D. 44 + 34 + 36

MATH | LEVEL 2

Concept Practice

1. Which shows the sum of this equation?

$$13 + 44 + 36 = \boxed{}$$

A. 13 + 70 = 83

B. 13 + 83 = 96

C. 13 + 80 = 93

D. 13 + 107 = 120

2. Trenton makes three plates of apple slices for a party. There are a total of 97 slices on the plates. Which could be the numbers of slices on the three plates?

A. 35 + 35 + 17

B. 45 + 35 + 12

C. 20 + 40 + 37

D. 40 + 30 + 37

3. Randall has 43 stamps. His cousin gives him 27 more. Then he buys 77 stamps. How many stamps does Randall have now?

A. 130

B. 137

C. 140

D. 147

4. How many tens and ones are in the sum?
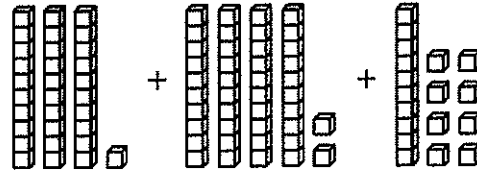
A. 9 tens and 8 ones

B. 9 tens and 1 one

C. 8 tens and 8 ones

D. 8 tens and 1 one

5. Val swims 25 laps. She rests and swims 16 more laps. Next, Val swims 14 more laps. How many laps does Val swim?

A. 45

B. 50

C. 55

D. 65

6. Which addition problem has a sum with a zero in the ones place?

A. 16 + 30 + 14

B. 11 + 20 + 18

C. 15 + 19 + 11

D. 18 + 19 + 10

1. Which has the same sum as 410 + 344?

   A. 400 + 300 + 1 + 44

   B. 400 + 300 + 10 + 40

   C. 400 + 300 + 10 + 40 + 4

   D. 400 + 300 + 44

2. A sporting goods store has this sign in the window.

Sale Prices	
Golf clubs	$296
Football pads	$116
Snow skis	$225
Ping-Pong table	$184

Joy buys two items for exactly $409. Which items does Joy buy?

A. snow skis and golf clubs

B. football pads and a Ping-Pong table

C. golf clubs and football pads

D. snow skis and a Ping-Pong table

3. Ann and Rafe collect baseball cards. Ann has 548 cards. The base 10 blocks represent Ann's cards.
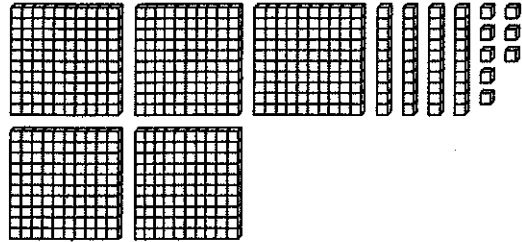
Rafe has 162 fewer cards than Ann. Which blocks show the number of cards Rafe has?

A.

B.

C.

D.
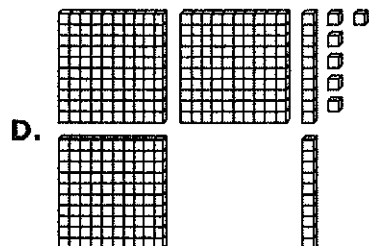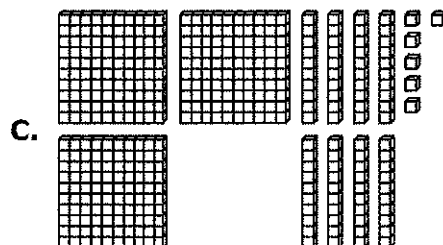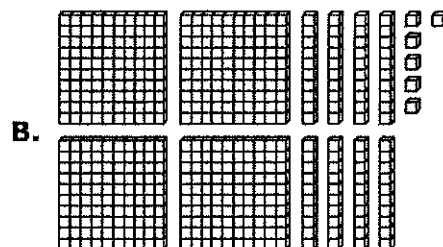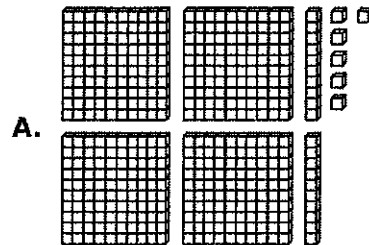
Concept Practice

1. Randy has 216 more stickers than Parker. Parker has 645 stickers. How many stickers does Randy have?

A. 429

B. 431

C. 851

D. 861

2. A jar contains a mystery number of beans. Max guesses that the jar holds 772 beans. His guess is 164 beans too high. What is the mystery number?

A. 508

B. 608

C. 612

D. 936

3. Cole read 245 pages in a book. He must read 175 more pages to finish the book. How many pages are in Cole's book?

A. 70

B. 310

C. 420

D. 430

4. The principal sets up 446 chairs for a school program. The base 10 blocks show the number of chairs.
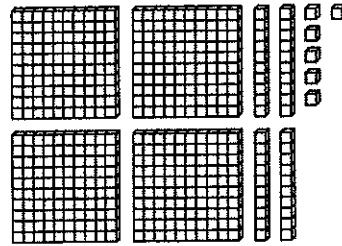
There are 376 people in chairs during the program. The other chairs are empty. How many chairs are empty?

A. 70

B. 72

C. 130

D. 170

5. Carson works at a grocery store. He stacks 888 cans of corn. The open number line shows the number of cans of corn.

888

Carson stacks 112 cans of beans. How many cans of corn and beans does Carson stack?

A. 776

B. 909

C. 999

D. 1,000

Unit 17 — Standard NC.2.MD.4

1. Measure the length of each ribbon to the nearest centimeter.

A   **B**
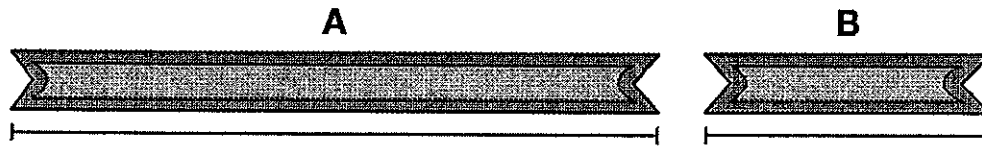
How much longer is ribbon A than ribbon B?

A. 5 centimeters

B. 7 centimeters

C. 8 centimeters

D. 11 centimeters

---

2. Measure the lengths of the key and marker in centimeters.
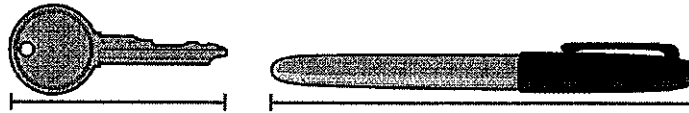
What is the difference in the lengths?

A. 2 centimeters

B. 3 centimeters

C. 4 centimeters

D. 5 centimeters

---

3. Measure each line segment in inches.

A   **B**

Which statement is true?

A. Line A is 2 inches longer than line B.

B. Line B is 3 inches longer than line A.

C. Line A is 5 inches longer than line B.

D. Line B is 2 inches longer than line A.

1. Measure these objects in inches.
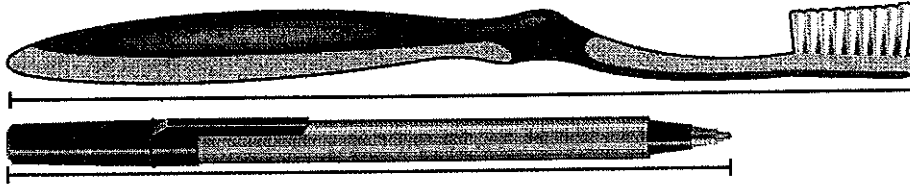
How much longer is the toothbrush than the pen?

A. 1 inch

C. 6 inches

B. 2 inches

D. 11 inches

2. Measure the length of each piece of yarn in inches.
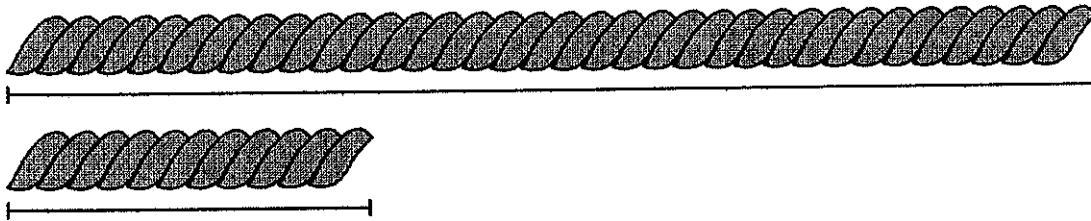
How many inches need to be added to the shorter piece of yarn to match the length of the longer piece of yarn?

A. 4 inches

C. 8 inches

B. 6 inches

D. 10 inches

3. Measure these objects using a centimeter ruler.

How much shorter is the paper clip than the feather?

A. 2 centimeters

C. 6 centimeters

B. 3 centimeters

D. 7 centimeters

1. Kisha measures the heights of some tomato plants. The chart shows the heights of the plants.

Plant Heights

Plant	Height
A	36 centimeters
B	12 centimeters
C	28 centimeters

What is the sum of the heights of the three plants?

A. 46 centimeters

B. 56 centimeters

C. 66 centimeters

D. 76 centimeters

2. Jeff ran 36 yards. Mike ran 57 yards. They want to know how much farther Mike ran than Jeff. They use this equation to represent the problem.

$$57 - 36 = \boxed{}$$

How much farther did Mike run than Jeff?

A. 11 yards

B. 21 yards

C. 22 yards

D. 93 yards

3. A mother whale is 90 feet long. Her calf is 68 feet shorter than the mother.

Which equation can be used to find the length of the calf in feet?

A. $68 - \boxed{} = 90$

B. $\boxed{} = 90 - 68$

C. $68 + 90 = \boxed{}$

D. $\boxed{} - 68 = 90$

4. An office building is 27 meters taller than a house. The office building is 35 meters tall. How many meters tall is the house?

Which equation can be used to solve the problem?

A. $27 + 35 = \boxed{}$

B. $\boxed{} - 35 = 27$

C. $35 - 27 = \boxed{}$

D. $27 = 35 + \boxed{}$

5. Jase and Flor each have a string. Jase's string is 4 inches longer than Flor's string. Jase's string is 12 inches long. How many inches long is Flor's string?

A. 7 inches

B. 8 inches

C. 9 inches

D. 16 inches

Use the information to answer questions 1 and 2.

Jack bikes from his house to three homes on his street to deliver papers. A map of Jack's path is shown.

Tad

Sid

Jack

Mia

27 meters   39 meters   29 meters
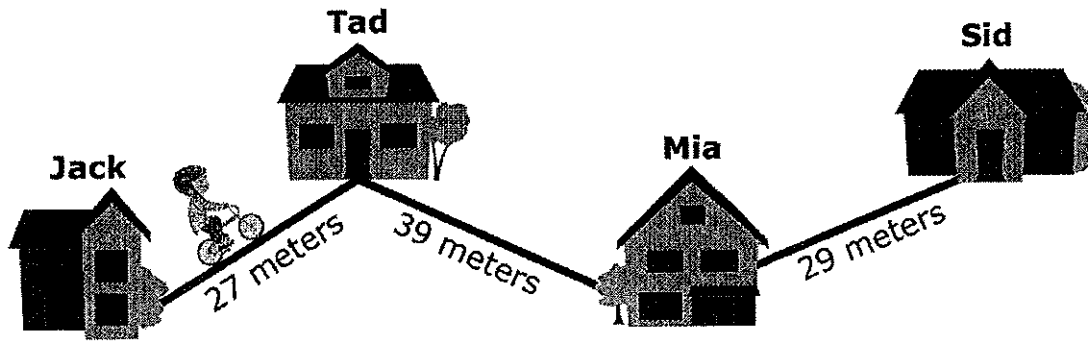
not drawn to scale

1. How many meters does Jack bike between Tad's house and Sid's house?

   A. 10 meters   **B.** 58 meters   **C.** 66 meters   **D.** 68 meters

2. How many total meters does Jack bike from his house to Sid's house to deliver the papers?

   A. 56 meters   **B.** 85 meters   **C.** 95 meters   **D.** 96 meters

3. Tom has two pieces of rope. One piece is 7 meters long. The second piece is 26 meters long. Tom gives 22 meters of rope to a friend. How many meters of rope does Tom have now?

   A. 9 meters

   B. 11 meters

   C. 33 meters

   D. 44 meters

4. Keelan runs 47 yards with his kite. Mary runs 19 fewer yards with her kite than Keelan.

Which equation **cannot** be used to find the number of yards Mary runs?

   A. $19 + \square = 47$

   B. $47 - \square = 19$

   C. $19 + 47 = \square$

   D. $47 - 19 = \square$

1. Ann gets dressed for school at the time shown on the clock.

Which clock shows the same time?

A. 2:35 p.m.

B. 7:10 a.m.

C. 3:35 p.m.

D. 8:10 a.m.

2. The clock shows the time Mason finished practicing piano one afternoon. What time was it?

A. 4:25 a.m.

B. 4:25 p.m.

C. 5:20 a.m.

D. 5:20 p.m.

3. Marc's watch showed this time when he woke up this morning. What time was it?
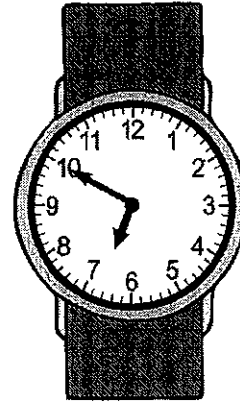
A. 6:50 a.m.

B. 6:50 p.m.

C. 7:50 a.m.

D. 7:50 p.m.

4. Which clock shows 7:30?
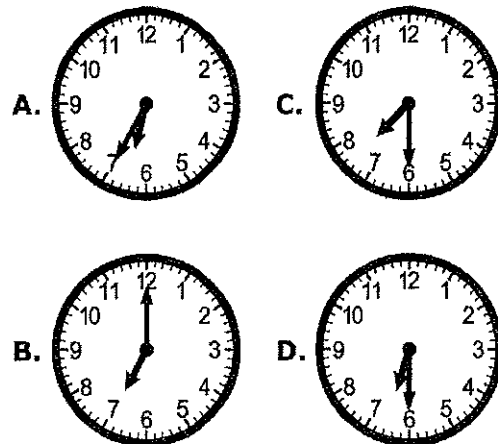
Concept Practice

1. The clock shows the time Sadie comes to school one morning. What time is shown?
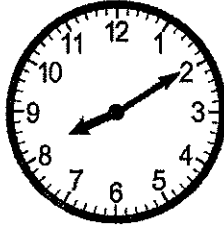
A. 8:10 a.m

B. 8:10 p.m.

C. 2:40 a.m.

D. 2:40 p.m.

2. Roger goes to recess at the time shown on the clock.
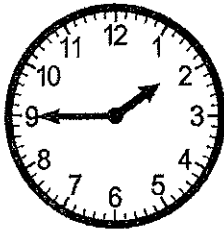
Which clock shows the same time?

A. 3:35 a.m.

B. 2:45 p.m.

C. 8:05 a.m.

D. 1:45 p.m.

3. Which clock shows a time after 8:00 but before 8:20?
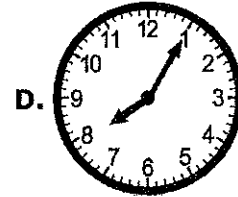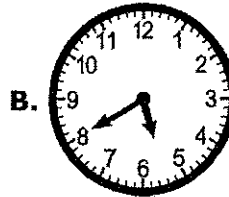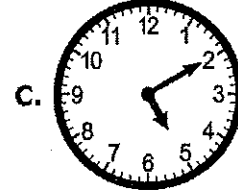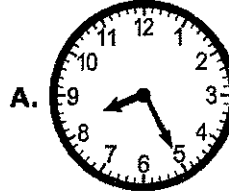
4. What time is shown on the pocket watch?
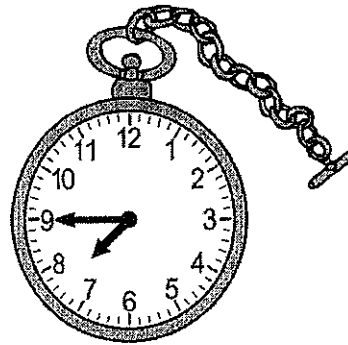
A. a quarter of seven

B. nine thirty-five

C. a quarter of eight

D. eight forty-five

Unit 21 – Standard NC.2.MD.8

1. Lee spends $12 for a hamster, $35 for a cage, and $6 for hamster food. How much does Lee spend for the three items?

A. $43

B. $47

C. $52

D. $53

2. Which set of coins has a total value of 27¢?

A.

B.

C.

D.

3. Mona has these coins.

Her friend gives her 1 more quarter and 1 more dime for doing chores. How much money does Mona have now?

A. 20¢

B. 53¢

C. 70¢

D. 80¢

4. Daisy has 2 dimes, 2 quarters, and 2 nickels. She needs 95¢ to buy a bottle of water. Which coins does Daisy need to total 95¢?

A.

B.

C.

D.
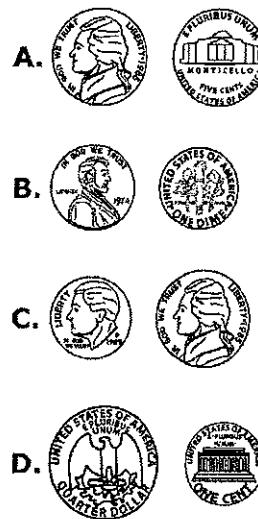
Concept Practice

1. Cam buys nails to repair a chair. She pays the clerk with 2 quarters. The clerk gives Cam these coins in change.

How much does Cam spend on the nails?

A. 16¢

B. 19¢

C. 21¢

D. 31¢

2. Trace earns 6 nickels for sweeping and 1 quarter for taking out the trash. He earns two more coins for dusting a table. Now Trace has 65¢. Which coins does he earn for dusting the table?

A.

B.

C.

D.

3. Frank pays for an ice cream cone with these coins.

Which set of coins does **not** have the same total value as Frank's coins?

A. 1 quarter, 3 dimes, and 15 pennies

B. 4 dimes, 5 nickels, and 5 pennies

C. 1 quarter, 5 nickels, and 20 pennies

D. 2 quarters, 1 dime, and 1 nickel

4. Which set of bills has a value of $18?

A. one $5 bill and three $1 bills

B. one $10 bill and one $5 bill

C. two $5 bills and three $1 bills

D. three $5 bills and three $1 bills

1. Gabby ate 5 marshmallows. Travis ate 3, and Vaneza ate 7. Which graph *best* matches this information?

A.

Gabby	▢▢▢▢▢
Travis	▢▢▢▢▢▢
Vaneza	▢▢▢

Key
▢ represents 1 marshmallow

B.

Gabby	▢▢▢
Travis	▢▢▢▢▢▢
Vaneza	▢▢▢▢▢

Key
▢ represents 1 marshmallow

C.

Gabby	▢▢▢
Travis	▢▢▢▢
Vaneza	▢▢▢▢▢▢

Key
▢ represents 1 marshmallow

D.

Gabby	▢▢▢▢▢
Travis	▢▢▢
Vaneza	▢▢▢▢▢▢

Key
▢ represents 1 marshmallow

Use the bar graph to answer questions 2–4.

Walkathon
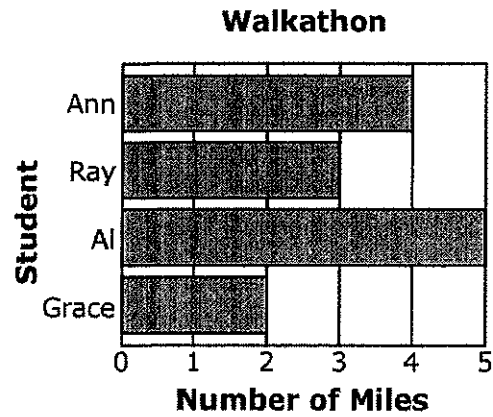
2. How many miles did Ann, Ray, and Al walk in all?

A. 7 miles

B. 8 miles

C. 12 miles

D. 14 miles

3. How much farther did Al walk than Ray?

A. 5 miles

B. 3 miles

C. 2 miles

D. 1 mile

4. Who walked 3 more miles than Grace?

A. Al

B. Ann

C. Grace

D. Ray

Use the bar graph to answer questions 1–3.

Rainfall
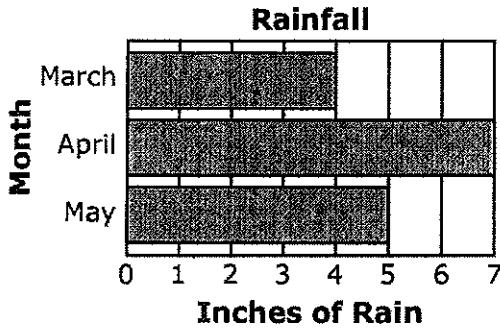
Inches of Rain

1. How many more inches of rain fell in April than in May?

A. 1 inch

B. 2 inches

C. 5 inches

D. 7 inches

2. What was the total rainfall for March, April, and May?

A. 14 inches

B. 15 inches

C. 16 inches

D. 17 inches

3. The rainfall in June was 3 inches less than the rainfall in May. How many inches of rain fell in June?

A. 2 inches

B. 3 inches

C. 4 inches

D. 8 inches

4. Libby buys a box of party hats. The chart shows how many hats of each color are in the box.

Party Hats

Color	Number of Hats
Red	3
Pink	4
Blue	6
Yellow	4

Libby makes a picture graph to show the data.

Party Hats

Key
represents 1 hat
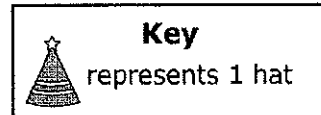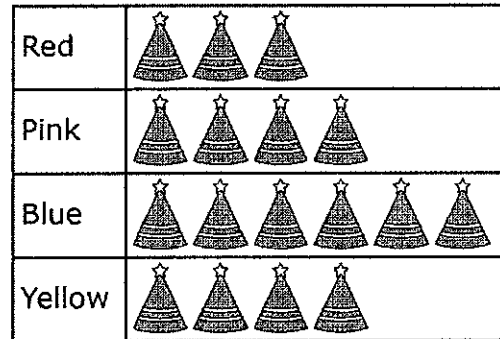
How many party hats are red or yellow?

A. 1

B. 6

C. 7

D. 8

1. Luke cuts a square pan of brownies into thirds. Which picture **best** shows Luke's brownies?

A.

B.

C.

D.
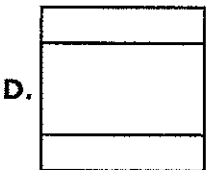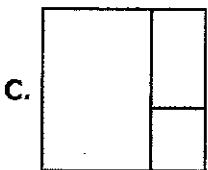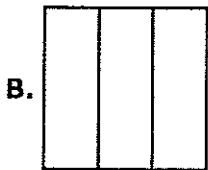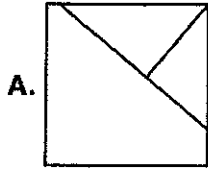
2. Tonya partitions a circle into equal parts. She shades one part.
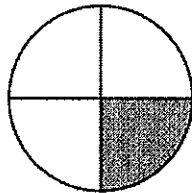
Which describes Tonya's shaded part?

A. a quarter of the circle

B. a third of the circle

C. half of the circle

D. a whole circle

3. Derek and Jaci share a granola bar. They cut the bar in half. How many halves make a whole granola bar?

A. one

B. two

C. three

D. four

4. Richard wants to fold a square napkin into fourths. Which picture does **not** show fourths.

A.

B.

C.

D.
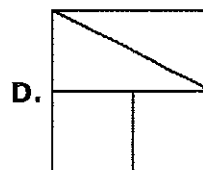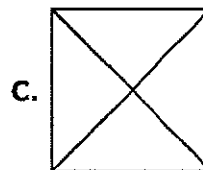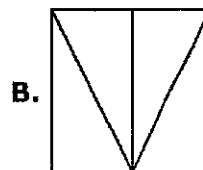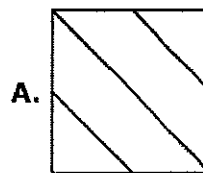
Concept Practice
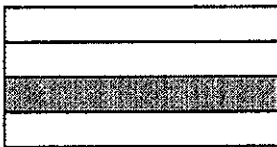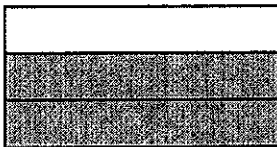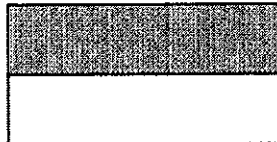
1. Which choice equals a whole?

   A. one fourth

   B. three fourths
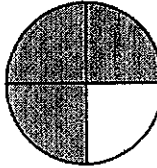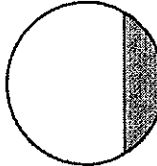
   C. one third

   D. three thirds
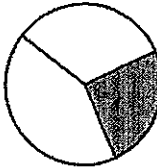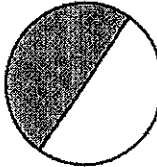
2. Helena and Bill each make a design on a card. Helena shades a third of her card.
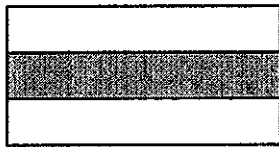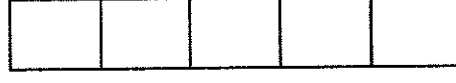

Bill also shades a third of his card. Which could show Bill's card?

   A.

   B.

   C.

   D.

3. Yuki shades half of a paper plate. Which figure shows Yuki's plate?

   A.

   B.

   C.

   D.

4. Sabrina cuts a ribbon into fourths. Which shows Sabrina's ribbon?

   A.

   B.

   C.

   D.