Summersill Elementary Summer Packet

Rising 4th 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!

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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

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

SELF-MANAGEMENT

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

SOCIAL AWARENESS

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

RELATIONSHIP SKILLS

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

RESPONSIBLE DECISION MAKING

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

Practice the Verb *to have*

Write the correct word on the blank in each sentence.

1. Dave and Don _____ fun playing basketball together.
    <small>(have, has)</small>

2. Dave _____ the ability to slam dunk the basketball.
    <small>(have, has)</small>

3. Watching them play _____ been very entertaining for me.
    <small>(have, has)</small>

4. My sister and I _____ played against them and never won.
    <small>(have, has)</small>

5. _____ you ever seen Dave and Don play basketball?
    <small>(Have, Has)</small>

Rewrite the five sentences above in the past tense.

1. _____

    _____

    _____

2. _____

    _____

    _____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

_____

Review: Fill in the blanks with the correct form of the verb.

1. *be:*

   Today I _____ queen for a day. My sister _____

   also queen for a day. Together we _____ twin queens!

2. *have:*

   My goldfish _____ orange scales. If I were a goldfish I

   would _____ pink scales. My brother says he would

   _____ green scales.

Practice the Verb *to be*

Write a short story using your imagination and the forms of the verb to be *(am, is, are). Add a title to your story.*

Grammar Review

See the "What is it? What was it? Riddles" below. In each case, change the verb tense of each sentence of the riddle to be either present tense or past tense, depending on which is missing.

Example:

What is it? Riddle (present tense)	What was it? Riddle (past tense)
It is in my bedroom.	It was in my bedroom.
It has blankets and pillows on it.	It had blankets and pillows on it.
I sleep on it.	I slept on it.
I make it in the morning before school.	I made it in the morning before school.
It is comfortable.	It was comfortable.
What is it? and What was it?	a <u>bed</u>

What is it? Riddle (present tense)	What was it? Riddle (past tense)
I kick it with my feet.	_____
It flies into the goal.	_____
It is black and white and round.	_____
I am not allowed to touch it with my hands.	_____
I play with it on Saturdays.	_____
What is it? and What was it?	_____

What is it? Riddle (present tense)	What was it? Riddle (past tense)
_____ _____ _____ _____ _____	It had four tires and a steering wheel. It was red with a white racing stripe. My family rode in it every day. It had a front seat and a back seat. My mother was the driver.
What is it? and What was it?	_____

Complete each sentence with the correct present tense form of the verb in parentheses. Write completed sentences on the blank.

1. The turtle _____ in the lake floating around. (be)

   _____

   _____

2. The day _____ finally begun. (have)

   _____

   _____

Circle the correct form of the verb for each sentence.

1. In math class, we (add, adds) three-digit numbers.

2. Students (talk, talks) excitedly as addition (am, is, are) a favorite topic.

3. John (want, wants) to add four-digit numbers.

Write a sentence using the following verb:

1. *mixed*

_____

_____

_____

Adverbs that Tell *how*

Write an adverb to describe the verb in the sentence. Do not use the same adverb more than once.

> We ran quickly to the car when the storm started.
> **Adverb**: quickly   **Verb described by adverb**: ran

1. The referee blew his whistle _____ after the play.

   Adverb: _____   **Verb described by adverb:** _____

2. Our dog _____ sits in the doorway at night.

   Adverb: _____   **Verb described by adverb:** _____

3. He searched _____ for his math homework.

   Adverb: _____   **Verb described by adverb:** _____

4. We walked _____ into the kitchen for dinner.

   Adverb: _____   **Verb described by adverb:** _____

5. The posters on the wall were placed _____.

   Adverb: _____   **Verb described by adverb:** _____

Change the adjective under the blank to an adverb by adding –ly to complete the sentence. Answer the question after the sentence.

1. The storm _____ damaged the car.
   (bad)

   How was the car damaged? _____

2. The big baseball uniform hung _____ on Devon.
   (loose)

   How did the baseball uniform hang? _____

3. Dad _____ clapped when I scored a goal.
   (proud)

   How did Dad clap? _____

4. The music played _____ through the speakers.
   (loud)

   How did the music play? _____

5. She _____ walked into her new classroom.
   (shy)

   How did she walk? _____

Adverbs that Tell *when* and *where*

Choose the adverb that best fits in each blank and write it in.

weekly	always	last	after	sometimes

    We visit my grandfather _____. We _____ go on Sunday afternoon. I like to bring books _____ and read them to him. When I do bring books, he asks me to read my favorite book _____. He knows I will be excited about it and read it well at the end. _____ I read my books to him, we have dinner.

Write a sentence using each adverb.

1. *recently*

   _____

   _____

2. *tomorrow*

   _____

   _____

Choose the adverb that best fits in each blank and write it in.

here	already	home	outside

My brother and I ran _____ to look for our friends.
We did not see anyone so we walked _____. When we
got _____ we saw a note on the door. It was from David and said
"Meet at my house, and we'll go to the park together!" We got to David's
house and another note said he had _____ gone to the park. We
found him at the park and played until it got dark!

Write a sentence using each adverb.

1. *never*

   _____

   _____

2. *inside*

   _____

   _____

Nouns, Verbs, and Adjectives

Reminder:

- Nouns = words that name a person, place, or thing
  - Common nouns = words that name in general terms, not capitalized
  - Proper nouns = words that name in specific terms, capitalized
- Verbs = words that show action
- Adjectives = words that describe nouns

Circle the nouns, draw a wiggly line under the verbs, and draw a box around the adjectives. Draw an arrow from the adjective to the noun it describes.

1. Dancers are lovely and graceful.

2. Sophia's yard is small and fenced.

3. Apple trees were once small, brown seeds.

4. Penguins like cold climates.

5. Joe read the enjoyable story about kind pirates.

6. The author read a scary chapter from her new book.

7. Some tired sailors mopped the messy deck.

8. Today, people watch huge whales from rented boats.

9. The warm bread and sweet cheese tasted great!

10. The green hoses of the weary gardeners looked like slithery snakes.

Subjects and Predicates

Sentences have two parts:

- the subject, which tells who or what the sentence is about
- the predicate, which tells what the subject is or does

Draw a vertical line separating the subject and predicate.

1. Their large eyes hunt for tasty insects.

2. Chris made the lunch for the birthday party.

3. Leah planned the tricky experiment.

4. My relatives are visiting for the weekend.

5. The teacher helps her students all day.

6. An ivy plant makes a nice gift.

7. Dad told his daughter thank you.

8. The members of the club knew the Smiths well.

9. The president begins the meeting with a funny story.

10. That girl calls her mother each hour.

4.   told me to jump up and sing

_____

_____

Split the following run-on sentences into two simple sentences. Remember to begin each simple sentence with a capital letter and end each with the proper punctuation.

5.   Colorful leaves are found on the trees we like to play in them when they fall to the ground.

_____

_____

6.   My cousin is a great basketball player she can slam dunk the ball.

_____

_____

7.   Are you hungry we could go get lunch.

_____

_____

8.   The math lesson today was really easy I love math so much.

_____

_____

Change Fragments and Run-On Sentences into Simple Sentences

Reminder:

- A complete sentence is a group of words that is a complete thought.
- A complete sentence has a subject and a predicate. The subject (noun) tells who or what the sentence is about. The predicate (verb) tells what the subject is doing.
- A fragment is a group of words that is not a complete thought.
- A fragment does not have a subject and a predicate. It may have one or the other, a subject or a predicate.
- A run-on sentence is made up of two simple sentences run together that need to be split into two simple sentences.

Add either a subject or a predicate to the following fragments to make complete sentences. Remember to include capital letters and end punctuation.

1. is their favorite food

_____

_____

2. Adam and his brother

_____

_____

3. are their friends

_____

_____

Grammar Review

Reminder:

- Nouns = words that name a person, place, or thing
  - Common nouns = words that name in general terms, not capitalized
  - Proper nouns = words that name in specific terms, capitalized
- Verbs = words that show action
- Adjectives = words that describe nouns
- A complete sentence has a subject and a predicate. The subject (noun) tells who or what the sentence is about. The predicate (verb) tells what the subject is doing.

Part 1: Mark parts of speech in the following sentences. Circle nouns, box adjectives, and draw arrows to the nouns they describe. Draw wiggly lines under verbs. Separate sentences into subject and predicate with a vertical line.

The coiled snake looked beautiful in the summer sun.

1. Many curious people watch the night sky.

2. The talented baseball player hit the baseball over the high wall.

3. The tired athlete puts his warm-up suit and track shoes into a tattered black bag.

Part 2: Change the following fragments into simple sentences. Remember to include correct punctuation and capitalization.

4.   a good interviewer _____

_____

_____

5.   mixes the flour and butter well to make cookies_____

_____

_____

6.   the colorful, hand-painted portrait _____

_____

_____

Part 3: Change the following run-on sentences into two simple sentences. Remember to include correct punctuation and capitalization.

7.   The swimmer set a new world record he is a great swimmer.

_____

_____

_____

Write a Paragraph

Write a good paragraph. Remember to include a topic sentence, 3-4 supporting sentences, and a concluding sentence. Then add a title. Choose a topic from the following ideas:

1.   My Best Friend

2.   Animals and Their Habitats

3.   The Colors of Fall

_____

_____

_____

_____

_____

_____

_____

_____

_____

Write a Paragraph

> **Reminder:**
>
> - A paragraph is a set of sentences on the same topic.
> - A topic sentence is one sentence, usually the first, which tells the main idea or what the paragraph is mostly about.
> - A concluding sentence is one sentence, always the last, which wraps up the paragraph. It does not introduce new information. Often, it restates the topic sentence.

Write a paragraph using the following topic sentence:

Third grade is the best grade ever! _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Past, Present, and Future Tenses

> Reminder:
>
> - The **present tense of a verb** tells what the subject is doing right now.
> - The **past tense of a verb** tells what the subject already did.
> - The **future tense of a verb** tells what the subject will do later.

Draw a wiggly line under the verbs in each sentence. Remember, future tense has the word *will* preceding the verb. Then, write the words *present, past,* or *future* on the line after the sentence.

1. We learned about the classification of animals earlier this year. _____

2. The princess will marry the prince at the end of the fable. _____

3. The students studied reading after grammar. _____

4. After supper, we will eat the chocolate cake. _____

5. Before we know it, we will become fourth graders! _____

6. I wish for a pet fish. _____

7. Mark played his guitar all day yesterday. _____

8. My friends and I love hamburgers. _____

9. Grandpa wrote poems for me when he was a little boy. _____

10. Alexander Graham Bell invented many things in his lifetime. _____

Fill in the blanks with the correct form of the verb listed.

1. Dora _____ the shampoo out of her hair. (*rinse,* past tense)

2. Robin and Rosie _____ hopscotch on the weekend. (*play*, future tense)

3. Mrs. White _____ us a story this afternoon. (*read*, future tense)

4. The talented artists _____ the animals to look life-like. (*draw*, past tense)

5. That pen _____ to Sally! (*belong*, present tense)

Fill in the following chart:

Present tense	Past tense	Future tense
Sam jumps.	Sam jumped.	Sam will jump.
	The boys giggled.	
I want.		
	We worried.	
		The kitten will scratch.
The fire burns.		
	The children laughed.	
		Mother will bake.
Grandma writes.		

Name_____Date_____

Adapted from *The Tale of Nimble Deer*: "At the Carrot Patch"

by Arthur Scott Bailey

During his first summer Nimble Deer never reached Farmer Green's carrot patch once. His mother had planned to take him there, but because of an unexpected party, she had delayed their visit. Somehow the right night for a trip after carrots never seemed to come again.

Now, Nimble had never forgotten what his mother had told him about carrots. He decided he was going after some—so he promised himself—just as soon as he was big enough. He would make the trip all by himself.

When Nimble's second summer rolled around, he was big enough and old enough to prowl through the woods and fields much as he pleased. He was a deer with antlers, and he felt he was strong enough to go to the carrot patch without waiting for anybody to show him the way.

So one night he went down the hillside pasture, across the meadow, and jumped the fence into Farmer Green's garden. He saw at once that somebody was there ahead of him. It was Jimmy Rabbit. He was very busy with one of Farmer Green's cabbages.

"I've come down to try the carrots," said Nimble.

Jimmy Rabbit did not answer him, except to nod his head slightly. He was eating so fast that he really couldn't speak right then.

"Are these carrots?" Nimble inquired, as he looked about at the big cabbages, which crossed the garden in long rows.

Jimmy Rabbit shook his head.

"They seem to be good," said Nimble, "whatever they are. I'll taste one."

And he did. In fact he tasted three or four of them, eating their centers out neatly. Meanwhile Jimmy Rabbit was becoming uneasy. And at last he spoke.

"I thought," he said, "you told me you had come down here to try the carrots."

"So I did," Nimble answered. "But I don't know where the carrots are."

"Why didn't you say so before?" Jimmy Rabbit asked him. And without waiting for an answer he cried, "Follow me! I'll show you." And he hopped off briskly, with Nimble after him.

Soon Jimmy Rabbit came to a halt.

"Here it is!" he said. "Here's the carrot patch. Help yourself!" And then he hopped away again, back to his dinner of cabbages. Nimble Deer began to eat the carrot tops. And he was greatly disappointed.

"They're not half as good as those great round balls," he muttered. And he turned away from the carrots, to go back and join Jimmy Rabbit. But he hadn't gone far when he met Jimmy running along in a great hurry.

"Old dog Spot!" Jimmy Rabbit gasped as he whisked past Nimble. "He's out tonight and he's coming this way."

In one leap Nimble sprang completely around and followed Jimmy Rabbit across the meadow, up through the pasture and over the stone wall into the woods. There they lost each other. The next morning Nimble met his mother along the ridge that ran down toward Cedar Swamp.

"I went down to the carrot patch last night," he told her. "And I must say I don't see why you're so fond of carrots. They're not half as good as some big green balls that I found in the garden. I call the carrot leaves tough. But the big green balls have very tender leaves."

His mother gave him a strange look.

"Do you mean to tell me," she asked him, "that you ate only the *leaves* of the carrots?"

"Why, yes!" said Nimble. "I saw nothing else to eat. There was no fruit on them."

"Ho!" cried his mother. "You have to dig with your toes to reach the carrots themselves. They're down in the ground. And to my mind there's nothing any juicier and sweeter and tenderer than nice young carrots, eaten by the light of the moon."

Nimble felt very foolish. And then he tossed his head and said lightly, "Oh, well! It wouldn't have made any difference if I *had* dug the carrots out of the dirt. They wouldn't have tasted right anyhow. For there was no moon last night!"

1   Why did Nimble wait until his second summer to visit the carrot patch?

   A   He was not interested in eating carrots his first summer.

   B   Farmer Green was in the garden during his first summer visit.

   C   His mother had not found time to take him during his first summer.

   D   Jimmy Rabbit had eaten most of the carrots the first summer.

2   Why did Nimble eat the cabbages before trying the carrots?

   A   He did not like the taste of the carrots.

   B   He did not know where the carrots were.

   C   Jimmy Rabbit was eating all the carrots.

   D   The cabbages tasted better than the carrots.

3   Which statement from the selection shows that Nimble's mother enjoys eating carrots?

   A   "Somehow the right night for a trip after carrots never seemed to come."

   B   " 'And I must say I don't see why you're so fond of carrots.' "

   C   " 'They're not half as good as some big green balls that I found in the garden.' "

   D   " 'There's nothing any juicier and sweeter and tenderer than nice young carrots.' "

4   Which statement from the selection gives the reason Nimble felt foolish?

   A   " 'But I don't know where the carrots are.' "

   B   " 'I don't see why you're so fond of carrots.' "

   C   " 'They're not half as good as some big green balls that I found in the garden.' "

   D   " 'Do you mean to tell me,' she asked him, 'that you ate only the *leaves* of the carrots?' "

5   What caused Nimble and Jimmy Rabbit to leave the garden?

   A   Farmer Green's dog was outside and moving toward them.

   B   Nimble's mother was calling for him to come home.

   C   Farmer Green walked outside toward them.

   D   The cabbages had all been eaten.

Name_____Date_____

What Is Science Anyway?

"So what is science, anyway?" Kate asked her friend, Nia, as they walked to school one morning.

"What kind of question is that?" Nia replied. "You've been learning about science in school forever, and you don't know what it is?"

Kate nodded.

"Sure, we've studied science, but the other day, my little sister looked at my workbook and said 'What is science?' and I got all tongue-tied," Kate explained. "I couldn't explain it to her. And besides, I'm not really sure why I need to learn about all that stuff if I'm not going to be a scientist. You *know* I'm going to be a video game designer when I grow up.

"So how would *you* explain science to my little sister?" she asked Nia.

Nia thought for a minute.

"Well, it's when you try to find something out about something . . ." Nia started. "You know, when you study how things work and why they are the way they are."

Her friend gave her a doubtful look.

"That doesn't sound like a very scientific definition to me," Kate said.

"You're right," Nia said. "It is hard to explain. But if you want to create video games, I bet you'll need to study science."

Later that day, as their teacher, Mrs. Jones, told everyone to get out their science notebooks, Nia raised her hand.

"Mrs. Jones, Kate and I were talking earlier about science. Her little sister asked what it was, and we think it's hard to explain. We're also not sure why we need to know about it if we're not planning to be scientists."

Kate looked at Nia. Why would she tell the teacher about their talk? Mrs. Jones might get mad that they were asking if science really mattered to them!

But Mrs. Jones looked excited.

"Well, girls, you know you're not the first ones to notice that science is hard to explain," she said, smiling. "Later this week, I'll make some time for us to look up some definitions of science and even write our own.

(16)

"Today," she continued, "I'll just tell you one of my favorite quotes about science that is very short and simple. Ralph Waldo Emerson, a famous poet and writer from a long time ago, said this: 'Men love to wonder, and that is the seed of science.' "

She gave the students a minute to think about the quote.

"Anyone want to guess what he means?"

A boy in the back row raised his hand. "I think he means that you have to wonder about how things work and have questions to answer if you're going to become a scientist."

"Great answer, Matt," Mrs. Jones said. "I like Mr. Emerson's quote because it points out that science really begins with something we all do: wonder about things."

Then she looked at Nia and Kate and asked what they might want to do when they grew up. Nia told her teacher a little nervously that she had no idea what she wanted to do, and Mrs. Jones laughed and said that was perfectly fine and Nia had plenty of time to think about it.

Kate then told her teacher about her plans to be a video game designer, and some of the other students laughed.

Mrs. Jones looked at them and continued.

"Kate, if you're going to be a video game creator, science needs to be your good friend for the rest of your years in school," she said, smiling. "You'll need to understand computers and all sorts of other scientific things."

"Science plays an important part in just about every job," she added.

As Kate left the classroom for lunch at the end of their science lesson, she decided she would forgive Nia for telling Mrs. Jones about their conversation. After hearing her teacher talk about science, she had to agree with Mr. Ralph Waldo Emerson that science was pretty wonderful.

7—What is Science Anyway?   Standard RL.3.2

RELEASED

1   What is the central message of the selection?

    A   Science is short, simple, and easily explained by teachers.

    B   Science is wondering about a subject and searching for answers.

    C   Scientists can explain science by keeping notebooks.

    D   Scientists can answer all questions about the world.

2   Which detail from the selection describes what science is?

    A   "Science really mattered to them."

    B   " 'Science really begins with something we all do: wonder about things.' "

    C   " 'Science needs to be your good friend for the rest of your years in school.' "

    D   "Science was pretty wonderful."

3   Which statement from the selection supports the need to study science?

    A   " 'You've been learning about science in school forever.' "

    B   " 'You know, when you study how things work and why they are the way they are.' "

    C   " 'I'll make some time for us to look up some definitions of science and even write our own.' "

    D   " 'Science plays an important part in just about every job.' "

4   Which statement supports the quote from Ralph Waldo Emerson in paragraph 16?

   A   " 'You know, when you study how things work and why they are the way they are.' "

   B   " 'Science needs to be your good friend for the rest of your years in school.' "

   C   " 'You'll need to understand computers and all sorts of other scientific things.' "

   D   "She had to agree . . . that science was pretty wonderful."

5   What lesson do Nia and Kate learn by the end of the selection?

   A   Science can be explained.

   B   Science starts with conversation.

   C   Science is an important part of school.

   D   Science is understanding video games.

Name_____Date_____

A Winning Summer

It was the first week of summer, and Parisa was already ready to be back at school.

Not everyone she knew liked school, but Parisa loved learning new things. Even more than that, she loved school because she got to be with her friends all day long. Parisa was an only child, and she thought it was too quiet at home.

Now her two best friends from the neighborhood were out of town for two weeks, and to Parisa, it seemed like two years. What would she *do*?

Sitting on the wide front steps of her house, she flipped through her favorite kids' magazine. The word "contest" caught her eye.

"Create Your Own Magazine!" the headline read.

Parisa loved magazines, but it had never occurred to her that she could create one herself. The article said contestants must send in an eight-page magazine with handwritten articles and hand-drawn illustrations—nothing printed from a computer.

Parisa turned on the ceiling fan in her room and laid down on the floor next to her big, lazy cat, Fred. This was what she did whenever she needed to think of really good ideas. She closed her eyes and imagined all sorts of magazines.

She imagined magazines about bikes, skating, ballet, French fries (Parisa really loved French fries . . . all kinds, from crinkly to stringy), soccer, dessert . . . the possibilities were endless.

But after much thought, she knew just what she wanted to feature in her magazine—her neighborhood. She would call it *The Tall Pines Gazette*, and she would fill it with news.

She found a notebook and pen and left her cat to snore in peace. Then she found her grandmother on the back porch and told her about the contest.

"So Granny, I'm going to go be a reporter for awhile," Parisa announced. "I'm going to see if there's any news in our neighborhood."

Her grandmother raised one eyebrow.

"Well, good luck, honey—you do like asking questions, so I bet you won't have too much trouble finding news."

Two hours later, Parisa burst into the house. "Granny, I've got so much news I can't fit it in eight pages!"

Mr. Westover had just gotten a new hip—imagine that, she told her grandma, a whole new body part!

Mr. and Mrs. Hoppy had just come home from Ireland, where they were visiting their son. They told Parisa about visiting real castles and walking along a rocky coast that sounded very different from North Carolina beaches.

John and Bob were packing up every single thing in their apartment and moving to Brazil.

There was much more, and Parisa had no trouble filling eight pages. She wrote "The Tall Pines Gazette" in big, colorful letters at the top of the front page, and printed her headlines and stories very neatly across the whole newspaper, putting exciting hand-drawn pictures with each one.

Her grandmother and the rest of the family loved it. Parisa was proud when she sent it off for the contest a day before her friends returned from their vacations. She couldn't believe how fast the two weeks had flown because of her project.

(Grandma reminded Parisa that she was perfectly capable of doing great things and being entertained all by herself, and she had to agree.)

A few weeks later, Parisa received a package in the mail. *The Tall Pines Gazette* won third prize, and the kids' magazine had printed up and sent extra copies of her magazine!

She was a little disappointed that she didn't win first place, but her friends told her they thought her magazine sounded much more exciting than the one that won the main prize (about snacks, of all things) and the one that came in second (about mice).

Her neighbors were so impressed that they suggested that Parisa keep her magazine going—and she happily agreed!

1   Which event led to Parisa's decision to create a magazine?

   A   Her grandmother suggested that she take on a project.

   B   She was bored, and her friends were away on vacation.

   C   She wanted to please her teachers at school.

   D   She liked school, and she enjoyed writing.

2   Why did Parisa turn on the ceiling fan in her bedroom?

   A   She needed to cool off.

   B   Her big, lazy cat was hot.

   C   It helped her think of good ideas.

   D   It helped her focus on her friends.

3   How did Parisa show that she was determined to create a good magazine?

   A   She left her cat to snore in peace.

   B   She had drawn pictures to go with each story.

   C   She loved learning new things at school.

   D   She called it *The Tall Pines Gazette.*

4   According to the selection, how did Parisa feel about not winning first place in the contest?

   A   a little careless

   B   a little selfish

   C   a little curious

   D   a little disappointed

5   Why did Parisa agree to continue with her magazine after the contest?

   A   Her neighbors liked her work.

   B   She liked to talk to her neighbors.

   C   She liked hand writing the articles.

   D   Her grandmother encouraged her to do it.

Name_____Date_____

Adapted from *The Tale of Betsy Butterfly*: "A Mishap"

by Arthur Scott Bailey

Except for the work that his father made him do now and then, there was only one thing that bothered Johnnie Green in making his collection of butterflies. The weather was not so good as it might have been. He soon found that there was no use hunting for butterflies except in the sunshine. So when a three days' rain came, Johnnie began to wish he had started a different sort of collection.

(2)

But the weather cleared at last. And the sun came out so bright that Johnnie fairly pulled the old horse away from the watering-trough and hustled him back to his stall; for he was in a hurry to get to the flower garden with his butterfly net. As for the chickens, they had very little food that day.

(3)

Once in the garden, Johnnie Green found more butterflies than he had ever noticed before. But as soon as he began chasing them, they flew away to the meadow. That is, all but Betsy Butterfly. She said she was sure Johnnie Green wouldn't annoy her.

And that was where she was wrong. The moment he caught sight of her, with her red-and-brown wings with the violet tips, Johnnie cried: "There's a beauty!"

(5)

But Betsy Butterfly was so used to such remarks that she paid little heed to him. Even when he crept nearer and nearer to her, with old dog Spot at his heels, she did not take fright.

With her tongue deep in a fragrant blossom she was enjoying its delicious sweetness when Johnnie Green, bearing his net in the air, sprang at her.

When Johnnie jumped, Betsy Butterfly started up in alarm. She had really waited until it was too late. And if something unexpected hadn't happened to Johnnie Green, Betsy would surely have had a place in his collection.

(8)

But luckily for her, Johnnie fell. He may have tripped on a vine, or his foot may have slipped on the wet ground. Anyhow, he fell sprawling among the flowers, dropping his precious net as he stretched out his hands to save himself.

Johnnie's fall gave Betsy Butterfly her only chance. Curling her long tongue out of her way, she quickly made her escape.

So Johnnie Green lost her. But she was not all that he lost. A strange accident happened just as he fell, for old dog Spot leaped forward at the same time. And, much to his surprise, Spot found his head inside the butterfly net. The long broomstick handle hit him sharply on his back. And the silly fellow took fright at once.

With yelps of terror he scurried out of the flower garden. And Johnnie picked himself up just in time to see Spot tearing across the meadow toward the woods.

"Spot! Spot! Come back!" Johnnie Green shouted. But old Spot paid no attention to his young master. Perhaps he was too scared to hear him.

Spot wanted to get rid of that net that covered his head. And he knew of no better place to go than the woods where he hoped to be able to free himself from it by rubbing against a tree or nosing among some bushes.

Johnnie ran a little way after him. But when he saw Spot duck into the woods he turned back sadly towards the house. For all he knew, old Spot might run a mile further before he stopped.

Johnnie would have to make a new net if he wanted to catch any more butterflies for his collection.

And the trouble was, he had no more mosquito netting.

A good many people saw old Spot as he dashed off with the butterfly net over his head. And they enjoyed a big laugh at the strange sight.

As for Betsy Butterfly, she had learned to watch out for Johnnie Green. And she knew that another time he would have to be twice as quick as he had shown himself, if he expected to capture her.

Old Spot didn't come home till afternoon. When he appeared at last he looked very embarrassed. He hoped no one had noticed his fright. And he wouldn't go near the flower garden again for a whole week.

1   What does *hustled* mean in paragraph 2?

    A   caught

    B   chased

    C   pulled slowly

    D   moved quickly

2   What does *annoy* mean in paragraph 3?

    A   bother

    B   escape

    C   warn

    D   push

3   What does *remarks* mean in paragraph 5?

    A   smiles

    B   events

    C   comments

    D   examples

4   What does *heed* mean in paragraph 5?

   A   comfort

   B   attention

   C   wisdom

   D   reasoning

5   What does *sprawling* mean in paragraph 8?

   A   all over

   B   in front of

   C   behind

   D   beside

Name_____Date_____

Adapted from "The Meadow Starlings"

by Olive Thorne Miller

(1)

The meadow starlings are short-tailed birds who live on the ground. They have long bills and a mixed sort of feathers, of browns and yellows.

Our common one, called the meadowlark or old-field lark, though he is not really a lark, is a beautiful bird. He is larger than a robin, and his feathers are set off by a bright yellow breast, with a black marking under the throat.

This bird lives in the meadows or pastures, and walks about on the ground, where he gets his food. When he wants to sing, he flies up on to a fence, or stands up very straight on a bit of turf, or a stone, and sings away a long time. It is a sweet song, or rather several sweet songs, for he does not always sing the same one.

(4)

The mother lark looks like her mate. She makes her nest on the ground, and a snug and cozy home it is. It is none of the open, cup-like nests that anybody can see into. It has a roof and sometimes a covered way—like a hall—leading to it. The roof of the nest is made by drawing the grass stems over it and weaving them together. So it is very hard to find since it is also hidden in the long meadow grass.

You might think the little family would get hurt when the haymakers came to cut the grass. So they would, if they happened to be there. But lark babies are out of the egg before that time, and they run about as soon as they can stand. Sometimes when a nest has been disturbed, and the birds have had to make a second one, the little ones are not out when the mowers come on. I have known mowers who carefully cut around a nest, and did not hurt the nestlings. That is a good thing to do, for the birds are so useful and such fine singers that we want as many as we can have.

The meadowlark is a shy bird, and so is more often heard than seen. His song is charming, and he has besides a strange call, a sort of harsh chatter sometimes as he flies over. No doubt he has many more ways of expressing himself, but these are the ones we most often hear.

The western meadowlark looks like the eastern meadowlark, except that he is a little paler and grayer in color. He has the same general habits, but he is a much finer singer.

The song is wilder and has more variety, and sometimes it is very brilliant. It is different in every way from the quiet, rather sad notes that make the eastern bird so winning.

(8)

The western bird is not so timid as his eastern brother. He often comes into the towns and sings from the tops of houses. The finest singer I ever heard sang every day from the top of a low roof. His song to his mate is most charming. It is so low and tender one can hardly hear it.

(9)

I once saw a pair of the western birds nest-making. The little builder was busy filling her beak with dried grasses and such things. For these she had to fly across the road where I sat. Her mate went with her every time. He perched on the fence while she gathered her beakful, watching that no harm came to her. When she went back, he flew across with her and perched on a tree on that side.

(10)

All the time he was singing the sweetest notes. It really was a beautiful song, yet he was also keeping a sharp watch on me. In the West this bird eats beetles, grasshoppers, and big black crickets that can do so much damage.

---

1   What is the meaning of the phrase "mixed sort of feathers" in paragraph 1?

   A   different sizes

   B   different colors

   C   different shapes

   D   different patterns

2   What sentence in paragraph 4 shows that the nest of the mother lark is difficult to
        see?

        A   "She makes her nest on the ground."

        B   "It has a roof and sometimes a covered way."

        C   "The roof of the nest is made by drawing the grass stems over it."

        D   "So it is very hard to find since it is also hidden in the long meadow grass."

3   What is the meaning of the word *timid* in paragraph 8?

        A   willing

        B   eager

        C   lazy

        D   shy

4   Which word could replace *perched* in paragraph 9?

        A   ate

        B   sat

        C   looked

        D   watched

5   What is the meaning of the word *sweetest* in paragraph 10?

   A   loudest

   B   harshest

   C   most charming

   D   most annoying

Name_____Date_____

Butterflies

①

Butterflies are among the most beautiful creatures on earth. Colorful and delicate, they flutter through the air like pretty, flying flowers, making gardens in the air.

Butterflies start their lives as caterpillars, which look sort of like worms with feet. Sometimes the caterpillars look like they have hair. Caterpillars hatch from eggs that the adult butterfly lays on the undersides of leaves, where the eggs will be protected from sun and rain.

③

When the caterpillar hatches, it starts to eat the leaves of the plant where its egg was laid. It eats and eats and eats—as if it has a bottomless stomach! It eats so much because it needs to grow. A caterpillar will sometimes grow to four or five times the size it was when it hatched from the egg. Because the caterpillar grows so much so fast, it outgrows its skin. This is called molting, and a caterpillar will molt, or shed its old skin, at least four times. The last time the caterpillar molts, it forms a chrysalis, which is like a shell that will protect the caterpillar while it goes through the process of becoming a butterfly. This process is called metamorphosis.

After a couple of weeks, the butterfly begins to emerge from the chrysalis. At first, its wings are wet and wrinkled and heavy, so the butterfly must wait for them to dry before it can fly. Sometimes it could take as much as three hours for the butterfly's wings to dry, but for most butterflies, it takes about an hour.

⑤

A butterfly's wings are covered with thousands of tiny scales. These scales are the reason butterfly wings are so colorful. If you look at a butterfly's wings up close, you would see that a butterfly's wings are kind of like a stained glass window. Stained glass windows are made up of many pieces of colored glass. The scales on a butterfly's wings are like the pieces of colored glass in a stained glass window.

Unlike caterpillars, which seem to do nothing but eat, butterflies don't eat at all. Instead, they drink. Butterflies drink water, but they get their nourishment or food from drinking the nectar of flowers. Nectar is full of sugar, which gives the butterflies energy.

⑦
A butterfly drinks the nectar using its proboscis, which works like a drinking straw, drawing the nectar up into the butterfly's mouth. When the butterfly isn't using its proboscis, it rolls up, just like the party noisemakers that roll out straight when you blow into them and curl back up when you stop blowing.

When butterflies stop to drink nectar from flowers, they also pick up that flower's pollen. Pollen is like flower dust, and for flowers to be able to make seeds, the pollen from one flower has to be dropped on another flower. Pollen from one flower rubs off on the butterfly, and when the butterfly goes to the next flower, the pollen rubs off or drops onto that flower. This is called pollination.

Have you ever wondered what the difference is between butterflies and moths? Butterflies and moths do look a lot alike, but there are differences. One difference is that, while butterflies and moths both have antennae, which they use to pick up information about the world around them, butterflies have little knobs, or rounded pieces, at the tip end of their antennae. Another difference is that butterflies are active, or flying around, mostly during the daytime, but moths mostly fly at night.

This is probably why moths are not as colorful as butterflies. A butterfly's colorful patterns act as camouflage, making them blend in with the flowers they drink nectar from. Since moths fly in at night, their camouflage doesn't need to be as bright. Often moths are white or brown or gray, which blends in with the darkness and shadows of nighttime.

Butterflies make our world more beautiful, but not just by flying around and looking pretty. Butterflies also help flowers make more seeds, which means even more flowers! So, the next time you see a butterfly, you might want to thank it!

---

1   In paragraph 1, what does it mean that butterflies "flutter through the air like pretty, flying flowers"?

     A   They float with roses in their wings.

     B   They float like buds opening their petals.

     C   They look like roses when they hide their wings.

     D   They look like bright-colored petals flapping in the wind.

2   In paragraph 3, what does it mean to have a "bottomless stomach"?

        A   able to eat fast

        B   able to eat a lot

        C   able to eat plants

        D   able to eat anything

3   In paragraph 5, what does it mean to look "like a stained glass window"?

        A   made to look like a picture

        B   made of many different colors

        C   made to be seen through

        D   made to show to others

4   In paragraph 7, what does it mean that the butterfly's proboscis "works like a
        drinking straw"?

        A   It stirs up nectar.

        B   It leaks out nectar.

        C   It sucks up nectar.

        D   It blows out nectar.

5   In paragraph 7, what does it mean to be "like the party noisemakers"?

     A   curl and uncurl

     B   blow out air

     C   move from side to side

     D   make loud sounds

Name_____Date_____

Adapted from *Franz Schubert:*
The Story of the Boy Who Wrote Beautiful Songs

by Thomas Tapper

One might say of Schubert that he was born with a melody in his heart and a song on his lips. Schubert composed many kinds of music, but his songs are most loved by everybody. They are sung all over the world. And he never let a song come from his lips that did not first come from his heart.

Schubert's full name was Franz Peter Schubert. He was born in Vienna in a very simple house that looks quite old-fashioned. Over the doorway there is a bust of Schubert, a few inches high. And a sign on the house says: Franz Schubert's Birthplace.

Franz's father was a schoolmaster, and so was Franz himself for three years. He taught the little children of Vienna their ABCs and how to add. Of course, he helped them to learn to read.

From the time when Franz Schubert was a very little boy, he had lessons every week for violin, voice, and piano. A little later, he began to study harmony with a very famous man who knew Mozart.[1] His name was Antonio Salieri. With so many lessons and with school work, Franz must have been a very busy boy.

At eleven years of age he became a singer in the chapel of the emperor. It was here that Salieri was director.

Franz sang in the choir until he was nearly seventeen. Then he became a schoolmaster, because, of course, he had to earn his living.

Wherever he was, Franz was thinking music and composing it. Once, he wrote a song called *The Serenade* at a table outside an inn.

A good friend of Schubert's was Michael Vogl. He was a famous singer, who did all he could to make Schubert's songs known. They took little vacation trips together and were good companions. Once, when Schubert and Vogl were enjoying a vacation tour in the mountains, Franz read Scott's *Lady of the Lake*, which was printed in the year 1810, when Schubert was thirteen years old.

[1]**Mozart:** a famous Austrian musician and composer of classical music

Schubert set some of this poem to music. Scott was a little older than Schubert and just one year younger than Beethoven.[2]

Beethoven lived in Vienna at that time. Schubert and two friends went to see him. Beethoven was deaf, and those who met him had to write down what they wanted to say with a large pencil, such as is used by carpenters. Schubert was so modest and nervous upon meeting the great master that he could not even write his replies.

Schubert had music in his mind and soul all the time. It is said that one of his favorite walks was down by a mill, where he was inspired to write some beautiful songs.

[2]**Beethoven:** a famous German composer and pianist

---

1   Which statement from the text supports the idea that Franz Schubert's music is well liked?

   A   "Schubert composed many kinds of music."

   B   "They are sung all over the world."

   C   "Wherever he was, Franz was thinking music and composing it."

   D   "Schubert had music in his mind and soul all the time."

2   According to the text, how were Franz Schubert and his father alike?

   A   Both wrote music.

   B   Both taught children.

   C   Both visited Beethoven.

   D   Both sang all over the world.

3   Why was Michael Vogl important to Franz Schubert's career?

    A   He taught Schubert how to sing.

    B   He helped Franz Schubert compose music.

    C   He was a famous singer who helped Franz Schubert's songs become more
         well-known.

    D   He was related to Franz Schubert and worked hard to take Franz on
         vacations and trips.

4   Which detail from the text supports the idea that Schubert's music had feeling and
     emotion?

    A   "And he never let a song come from his lips that did not first come from his
         heart."

    B   "From the time when Franz Schubert was a very little boy, he had lessons
         every week for violin, voice, and piano."

    C   "With so many lessons and with school work, Franz must have been a very
         busy boy."

    D   "Schubert set some of this poem to music."

5   According to the text, which would inspire Franz to write beautiful songs?

    A   a simple, old-fashioned house

    B   vacation tours at the beach

    C   a table outside of a factory

    D   walks down by a mill

Name_____Date_____

Robots in Action

Robots are popular in movies. They look sort of like people. They have heads, arms, and legs. Sometimes they are very big. In many movies, robots can think and do things on their own. They can be scary or nice. Sometimes they help people, and sometimes they do bad things.

Real robots are different from the robots in movies. They usually do not look much like people. They do jobs that are hard or dangerous. They cannot think for themselves. Real robots are at work every day in factories. Scientists use them, too. There are even robots in some homes. They all do jobs that are important.

What is a robot? A robot is a machine with many different parts. It must have some kind of motor to help it move. A robot also needs sensors which help it learn about what is going on around it. A robot must be programmed or told what to do. It must have a power source and get energy to do its job.

Many robots are used in factories. They are helpful because they can do jobs faster than people. This means that they can put things together or move things around quickly. Robots are also stronger than people. They can lift very heavy things. Robots are common in the factories that build things like cars. They quickly put parts together and cut things exactly right. People can make mistakes on things like that, but robots do not. If their instructions are right, then they always do the same thing over and over.

Robots are also useful to scientists. They can go places that are not safe for people. Scientists use robots to explore dangerous places, like the bottom of the ocean. Robots also explore in space. Scientists have sent robots to the moon and to Mars. These robots look like little cars. They carry equipment to do scientific experiments. They can pick up dirt and rocks. They measure and take pictures. They can try things with the dirt that tell scientists what it is made of.

Some robots help doctors. These robots have very small parts. They can perform surgery or help the doctor find out what is wrong inside a person's body. Robots can fill pill bottles to make sure people get the right medicine.

(7)

Some robots help the police and soldiers. These robots do dangerous work. They help get rid of bombs. This keeps more people safe. There is a person who runs the robot and stays far away from the bomb. If the bomb blows up, the police officer or soldier does not get hurt. A robot is just a machine, and it can be fixed or replaced. It is more important to keep people safe, so robots do this dangerous job.

Some people even have robots in their homes. Most are very expensive. There are robots that can sweep the floor and robots that are used as toys. There are scientists who work to build new kinds of robots. Someday, robots may be able to help people who cannot take care of themselves. They may be able to teach children things or do yard work. But for now, the robots that are in the movies mostly come from the imagination of the writers.

1   What is the main idea of the text?

   A   Many factories use robots to do jobs faster.

   B   Robots are used in movies to do hard jobs.

   C   Police and soldiers use robots for dangerous jobs.

   D   Robots are useful and do many different jobs.

2   Which detail supports the main idea of the text?

   A   Robots are scary in movies.

   B   Robots can lift very heavy things.

   C   Robots must be programmed and told what to do.

   D   Robots do important jobs in many places.

3   Which sentence from the text supports the fact that robots are sometimes better than people?

   A   "Real robots are different from the robots in movies."

   B   "A robot is a machine with many different parts."

   C   "People can make mistakes on things like that, but robots do not."

   D   "Some people even have robots in their homes."

4   Which detail supports the fact that robots are useful to scientists?

    A   Robots can explore the bottom of the ocean.

    B   Robots can put things together quickly.

    C   Robots can sweep floors and clean.

    D   Robots can get rid of bombs.

5   What is the main idea of paragraph 7?

    A   Robots can take care of people who cannot take care of themselves.

    B   Robots can help humans by working on dangerous jobs.

    C   Robots are fictional characters in movies.

    D   Robots are expensive machines.

Name_____Date_____

Smart Spending

Saving money is only part of being good at managing your money. There's also the fun part: spending it! Spending money can be very rewarding. Maybe you like to spend your money on video games or cool new clothes for school. Or maybe you like to spend it on trips to the mall or an amusement park. No matter what you spend your money on now, there are some important things to think about before making any kind of purchase.

Not all purchases are smart purchases. Before you buy something, ask yourself the following questions: Do I really want or need this? Why do I want it? Does it look like it's made well, or does it look like it could break tomorrow? Is there something else I would rather save up for? By asking yourself some questions before you buy something, you can stop yourself from making purchases that aren't worth your money.

Price matters. Do you know what it costs to go to the movies? Or to buy a new pair of shoes? Go with your parents when they go shopping and instead of just picking up things you want, take a look at prices. Learn about what things cost before you buy them, and see if you can find them for less somewhere else.

It's okay if you don't own everything in the world. To be good at managing money, you have to be able to stop yourself from buying everything that seems cool at that moment in time. Fads don't last forever!

There's a difference between a need and a want. Maybe your mom or dad wants you to buy your extra school supplies this year, or maybe you are supposed to put some money toward a gift for a family member. If so, those are needs. Going on the computer to buy songs to download or having the latest version of a video game are wants. Sometimes what you want has to wait because what you need comes first.

Think about past purchases. Look around your room. What types of things have you bought in the past? What has lasted? What broke right away? What did you lose interest in overnight? What are you still using? Think about these past purchases the next time you go to spend some of your money.

1 According to the text, when is it important for a person to ask questions?

  A   a day after making a purchase

  B   two weeks after making a purchase

  C   while making a purchase

  D   before making a purchase

2 According to the text, what should a person ask himself or herself before buying something?

  A   What did I lose interest in overnight?

  B   Do I know what it costs to go to the movies?

  C   Is there something I would rather save up for?

  D   What types of things have I bought in the past?

3 According to the text, what happens when a person learns about the cost of things first?

  A   The person will think about past purchases.

  B   The person will buy what is needed instead of what is wanted.

  C   The person may be able to find the items for less somewhere else.

  D   The person can stop before making purchases that are not worth the money.

4   When might a person have to wait to buy something he or she wants?

     A   when something else is needed

     B   when it is a gift

     C   when it is a fad

     D   when managing money

5   According to the text, when does a person become good at managing money?

     A   after a person is able to get all his or her wants first

     B   after a person is able to stop buying things that are cool at the moment

     C   after a person is able to think about past purchases

     D   after a person can stop making purchases that are very valuable

Name_____Date_____

Adapted from *The Courage to Soar*: "The Wright Brothers"—Selection 1

An Old Interest Renewed

(1)

In 1896, the brothers began to think about flying again. They began to look for some research on flight. At first, they could only find books on the flight of birds. They read a lot about how birds glide and soar.

(2)

In 1899, Wilbur wrote to the Smithsonian Institution. He wanted to find out what was known about flight. They sent back pamphlets and a list of books on the subject. The Wrights read all of these. They learned about the men who were trying to fly. They saw the work done with gliders. As they studied this work, they began to notice a common problem. These men had tried to balance the glider by shifting their weight and putting the same amount of weight on each side. The brothers set out to solve the problem of control.

In 1899, the brothers built a special kite. Its double-decker wings were 5 feet (1.5 meters) long. The kite tested their ideas for control. They called it "wing warping." When Wilbur twisted the wings, he could make it go where he wanted. It would climb, dive, or go left or right as he worked the controls.

The next step was to build and test a full-size glider. They would need an open, windy place to fly. Will wrote to the U.S. Weather Bureau. They sent him a list of the windiest places. Kitty Hawk in North Carolina seemed to be the best place. It was a narrow strip of land between two bodies of water. The Atlantic Ocean was on the east. The Albemarle Sound was on the west. The wind speed was about 10 to 20 miles an hour (16 to 32 kilometers per hour). The sandy beach would give them soft landings. It was also remote. There were very few trees or houses. They would not need to worry about reporters or bother with curious people.

The Three Gliders

In September 1900, Will and Orv set out for Kitty Hawk. For a few days, they stayed with Bill Tate, the postmaster. Then they moved into their tent. It took over 2 weeks to put the glider together. It was a biplane, which meant it had two pairs of wings. The wings were 17 feet long and covered with a soft cloth.

(6)

For 3 weeks, they flew the glider as a kite. They wanted to test the controls before putting a man in it. They watched the glider fly. They made adjustments and repairs. They also took many photos. In fact, all of the photos that recorded the flights were taken by the brothers. This hobby had come in handy after all.

One windy day, they were ready. They carried the glider to Kill Devil Hills near Kitty Hawk. It was the tallest group of the sand dunes there. They took the glider about 100 feet up to the top of the highest hill. Wilbur was the pilot. He lay on the lower wing. Orv and Bill Tate held the tip of each wing. They ran into the wind. The glider began to fly on its own. That day, Will made about a dozen glides. Altogether, he spent about 2 minutes in flight. But this was enough to show that the control system worked.

---

1   What does the word *research* mean in paragraph 1?

  A   information

  B   problem

  C   answer

  D   story

2   What is the meaning of "shifting their weight" in paragraph 2?

  A   sitting very still

  B   standing up straight

  C   moving their bodies around

  D   turning their bodies in circles

3   In paragraph 6, the Wright brothers wanted to test the glider before "putting a
       man in it." What does this phrase tell about them?

       A   They acted bravely.

       B   They valued safety.

       C   They acted dangerously.

       D   They valued cooperation.

4   What is the meaning of the word *adjustments* in paragraph 6?

       A   adventures

       B   struggles

       C   events

       D   changes

5   What is the meaning of the phrase "had come in handy" in paragraph 6?

       A   was easy

       B   was boring

       C   was useful

       D   was difficult

Name_____Date_____

Adapted from "The Swallow Family"

by Olive Thorne Miller

(1)

The barn swallow has a dull reddish breast, and his back is rich blue, almost black. He has a deeply forked tail, and a row of white spots on the shorter tail feathers. When he spreads his tail, it is very beautiful.

(2)

He is called barn swallow because he prefers a barn for a nesting place. Up on the beams, close under the roof, the pair build their mud cradle. It is interesting to see them at work. When they have chosen a place, they go to some puddle in the road. They stand around it on their tiny feet, holding their wings straight up like a butterfly's. Then they take up some of the wet earth in their beaks, and work it around till it is made into a little pill.* With this pill they fly to the place they have selected, and stick it onto the beam. Then they go back for more. So they go on, till they have built up the walls of the nest, an inch thick, and three or four inches high. Sometimes they put layers of fine grass in, but often they use nothing but mud. Then they line it with feathers which they pick up in the chicken yard.

Some swallows build a platform beside the nest, where one of the pair can rest at night; and when the little ones get big enough to fill up the nest, both parents can sleep there.

(4)

When the swallows are flying about low over the grass, looking as if they were at play, they are really catching tiny insects as they go. And when they have young to feed, they collect a mouthful which they make up into a sort of little ball. Then they fly to the nest and feed it to one of the little ones.

Therefore, they keep the air clear and free from insects, and they do not harm anything, for they never touch our fruits or vegetables.

*pill: small circle or ball

(6)

Barn swallows are social and always go in flocks. They sing, too—a sweet little song, but not very loud. It is charming to hear them in a barn when five or six of them sing together. But one may often hear the little song from a single bird flying over.

(7)

They are friendly among themselves, and they like to land on a roof and chatter away a long time. In one place where I was staying, they liked to gather on a roof right under my window. They often woke me in the morning with their sweet little voices.

(8)

One morning the sound was so near, it seemed as if they must be in the room, and I opened my eyes to see. There on the windowsill close to the screen was one of the pretty fellows. He was looking in at the open window, and evidently keeping watch of me. When I moved a little, he gave the alarm, and the whole party flew away.

(9)

The chatter of barn swallows always seems to me like talk, and men who study bird ways agree that birds have some sort of language. The swallows have many different notes. One is a general warning of danger, but there is another note for a man, another for a cat, and a still different one when they find something good to eat, which they call the others to share.

"The variety of bird speech," says a man who has studied birds a long time, "is very great." And of all bird voices, swallows' are the most like human speech. If you lie on the hay in the barn very quiet, and listen to them when they come in and fly about, you will see that this is true. It seems sometimes as if you could almost make out words.

1   How is paragraph 1 connected to paragraph 2?

    A   Paragraph 1 describes how barn swallows look, and paragraph 2 tells how they got their name.

    B   Paragraph 1 describes male swallows, and paragraph 2 tells how they play in the mud.

    C   Paragraph 1 describes where barn swallows live, and paragraph 2 tells how they look.

    D   Paragraph 1 describes their long tail feathers, and paragraph 2 tells how they can fly like butterflies do.

2   Read these two sentences from paragraph 4:

"And when they have young to feed, they collect a mouthful which they make up into a sort of little ball."

"Then they fly to the nest and feed it to one of the little ones."

Which describes the relationship between these two sentences?

    A   The sentences make a comparison.

    B   The sentences describe two steps in a process.

    C   The first sentence explains the cause of the second.

    D   The second sentence explains the effect of the first.

3   How are all of the sentences in paragraph 6 connected?

   A   They tell about how barn swallows fly.

   B   They tell about how barn swallows look.

   C   They tell about how barn swallows sing.

   D   They tell about how barn swallows travel.

4   Read these two sentences from paragraph 8:

   "One morning the sound was so near, it seemed as if they must be in the room, and I opened my eyes to see."

   "There on the windowsill close to the screen was one of the pretty fellows."

   Which describes the relationship between these two sentences?

   A   The sentences make a comparison.

   B   The sentences describe two steps in a process.

   C   The first sentence explains the cause of the second.

   D   The second sentence explains the reason for the first.

5   What is the connection between paragraphs 7 and 9?

   A   Both tell about barn swallows talking to people.

   B   Both tell about barn swallows singing to people.

   C   Both tell about barn swallows talking to each other.

   D   Both tell about barn swallows singing to each other.

1. Ms. Eck places plates of hot dogs on the table. Which set of plates shows 3 × 3?

A.

B.

C.

D.
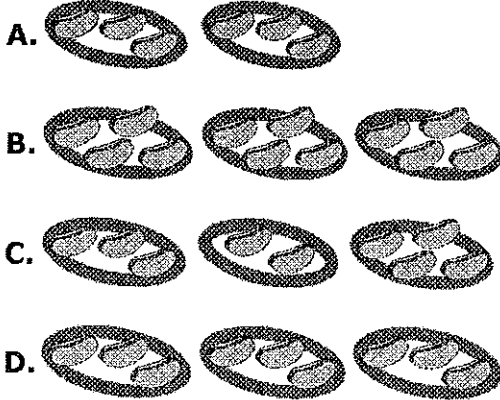
2. Marsha sees 7 boxes of oranges at the grocery store. Each box has 7 oranges, as shown in the picture.
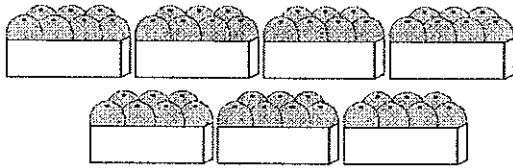
Which equation shows the total number of oranges Marsha sees?

A. 7 × 9 = 63

B. 7 × 8 = 56

C. 7 × 7 = 49

D. 6 × 8 = 48

3. Jimmy buys several small cartons of eggs. To find the total number of eggs, he multiplies 3 × 6. Which of the following describes the eggs Jimmy purchases?

A. Three cartons with 6 eggs in each carton makes a total of 18 eggs.

B. Six cartons placed into 3 groups results in 2 eggs in each group.

C. Two cartons of 6 eggs makes a total of 12 eggs.

D. Three cartons of 18 eggs are equal to a total of 54 eggs.

4. Eduardo draws this picture to model the multiplication equation 4 × 8 = 32.
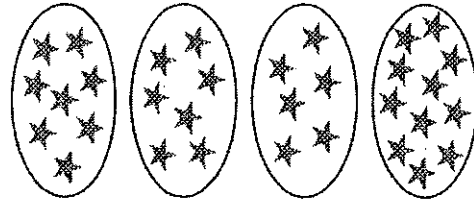
What mistake does Eduardo make?

A. Eduardo should have used a number line to show the problem.

B. Eduardo should have made 8 groups of 5 stars.

C. Eduardo should have made each group contain 8 stars.

D. Eduardo should have used an array to show the problem.

Concept Practice

1. Connie collects ladybugs for science class. She places an equal number of ladybugs in each of her collection boxes. Which set of boxes shows 4 × 6?

A.

B.

C.

D.
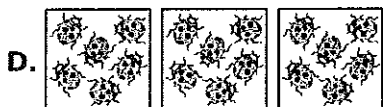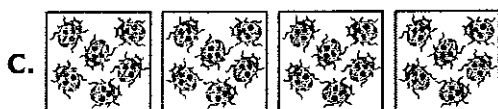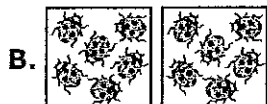
2. Mario places an equal number of baseball cards into each of 7 bags. To find the total number of baseball cards in all the bags, Mario multiplies 7 × 8. Which of the following describes Mario's baseball cards?

A. Seven bags with 7 cards in each bag makes a total of 49 cards.

B. Seven bags with 8 cards in each bag makes a total of 56 cards.

C. Eight bags with 7 cards in each bag makes a total of 56 cards.

D. Eight bags with 8 cards in each bag makes a total of 64 cards.

3. Ms. Campo has 5 boxes of crayons. Each box holds 9 crayons.

Which equation shows the total number of crayons in Ms. Campo's boxes?

A. 9 − 5 = 4

B. 5 + 9 = 14

C. 5 × 8 = 40

D. 5 × 9 = 45

4. Which model does **not** correctly represent the expression 3 × 10?

A.

B.

C.

D.
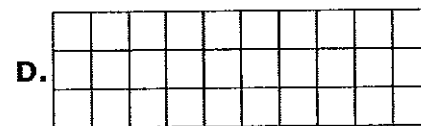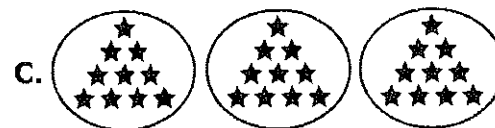
1. Gage opens a bag of candies. He lines up the candies to show the product of 4 × 3.

   ⊚⊚⊚   ⊚⊚⊚   ⊚⊚⊚   ⊚⊚⊚

   Which shows Gage's product another way?

   A. ⊚⊚ ⊚⊚ ⊚⊚ ⊚⊚ ⊚⊚

   B. ⊚⊚⊚⊚⊚⊚ ⊚⊚⊚⊚⊚⊚

   C. ⊚⊚⊚⊚ ⊚⊚⊚⊚

   D. ⊚⊚⊚⊚ ⊚⊚⊚⊚ ⊚⊚⊚⊚

2. Bailey and Lauren find the product of 2 × 2 × 3. Bailey multiplies 4 × 3. Lauren multiplies another way. Which of these could be a correct way that Lauren multiplies?

   A. 3 × 6   **C.** 2 × 5

   B. 3 × 3   **D.** 2 × 6

3. Marco writes this equation.

   $$8 \times 9 = 72$$

   Which expression has the same value as Marco's equation?

   A. (8 × 5) + (8 × 4)

   B. (4 + 2) × 9

   C. (8 × 3) + (8 × 3)

   D. 8 + 8 + 8 + 8 + 8 + 8 + 8 + 8

4. Reggie collects football cards and baseball cards. He places his cards in an array. Reggie records the equation 7 × 5 = 35 to show how many cards he has in all.
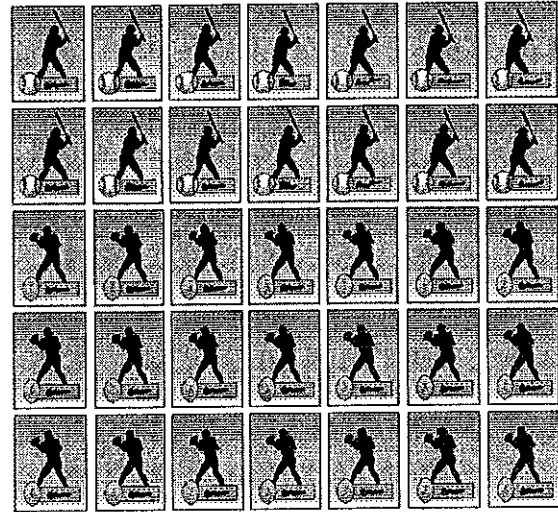
   Which expression can Reggie use to find the total number of cards in a different way?

   A. 7 + (3 × 2)

   B. (7 × 3) + (7 × 2)

   C. (7 × 5) + (7 × 2)

   D. (7 × 3) × (7 × 2)

5. Jenny has 4 vases. Each vase contains 7 roses. Which expression **cannot** be used to find the total number of roses in the vases?

   A. 7 × 4

   B. (4 × 7) + (4 × 1)

   C. (4 × 5) + (4 × 2)

   D. (4 × 3) + (4 × 4)

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1. Which equation is *not* correct?

   A. $3 \times 5 = 5 \times 3$

   B. $2 \times 6 = 6 + 6$

   C. $4 \times 8 = 4 \times (2 + 4)$

   D. $8 \times 7 = (8 \times 4) + (8 \times 3)$

2. Shawna puts cupcakes on a platter for her friends to enjoy.

Shawna knows two ways to multiply to find the total number of cupcakes. One way is 3×5. Which expression shows another way?

   A. 5×3 **C.** $5 - 3$

   B. $5 + 3$ **D.** $5 \div 3$

3. Sienna solves $(4 \times 2) \times 3$ and finds a product of 24. Which statement is true about the product of $4 \times (2 \times 3)$?

   A. The product is four times as large as 24.

   B. The product is less than 24.

   C. The product is four more than 24.

   D. The product is equal to 24.

4. Ethan reads a poem.

As I was walking down the street

A funny man I chanced to meet.

Three heavy bags held in his hand;

In each bag 6 pounds of sand.

Which expression **cannot** be used to find the total number of pounds of sand the man carried?

   A. $3 \times (1 + 5)$

   B. $(3 \times 1) + (3 \times 5)$

   C. $(3 \times 3) + (3 \times 2)$

   D. 6×3

5. Ruby has 3 bags. She places 2 rocks and 5 stickers in each bag. Ruby needs to solve 3×7 to find the total number of items in all the bags. Which expression equals 3×7?

   A. $3 + 7$

   B. $7 + 7 + 7 + 7$

   C. $(3 \times 2) + 5$

   D. $(3 \times 2) + (3 \times 5)$

6. Cole needs to find the product of this equation.

$$6 \times 8 = ?$$

Which expression could Cole use to find the product?

   A. $(6 + 4) \times (6 + 4)$

   B. $(6 \times 5) + (6 \times 3)$

   C. $6 \times (4 + 2)$

   D. $(6 \times 1) + (4 \times 2)$

1. John helps his mom put photographs in an album. Mom wants an equal number of pictures on each page. John knows that there are 54 pictures, and the album has 9 pages. How can John determine the number of pictures to put on each page?

A. add 54 and 9

B. subtract 9 from 54

C. multiply 54 times 9

D. divide 54 by 9

2. Louise gathers 36 eggs from the henhouse. She discovers that each of the 6 hens lays an equal number of eggs.
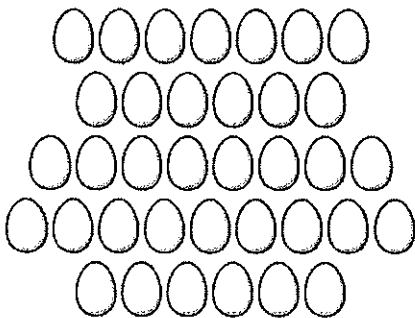
Which equation shows how many eggs each hen lays?

A. $36 \div 9 = 4$

B. $36 \div 6 = 6$

C. $36 \div 4 = 9$

D. $36 + 6 = 42$

3. Rolando bakes 24 cookies and divides them into bags with 3 cookies in each bag. By finding $24 \div 3$, Rolando knows how many people can receive a bag of cookies. Which of the following describes Rolando's cookies?

A. Eight people each receive 3 cookies. There are 24 cookies in all.

B. Twenty-four bags of cookies are given to each of 8 people. There are 3 cookies per bag.

C. There are 24 cookies in bags of 8. Each person receives 3 cookies.

D. Three people each receive 8 cookies for a total of 24 cookies.

4. Four friends share a bag of pretzels. Each person receives the same number of whole pretzels. Which statement is correct?

A. The friends could share 10 pretzels equally.

B. The friends could share 26 pretzels equally.

C. The friends could share 12 pretzels equally.

D. The friends could share 27 pretzels equally.

Concept Practice

1. Liz, Ches, Beth, and Ralph want to share 8 markers equally, so they divide 8 by 4. Which picture shows how many markers each child will get?

A.

B.

C.

D.
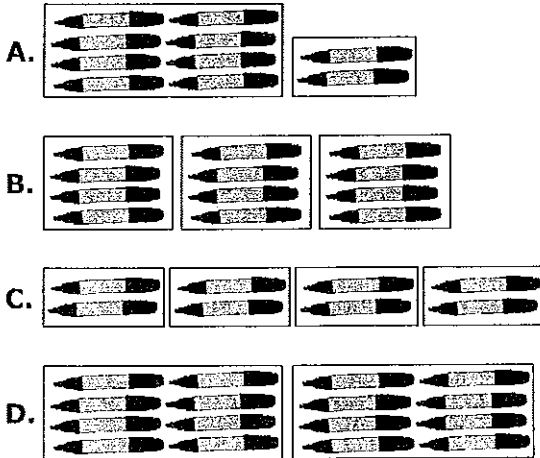
2. Candace collects 36 seashells. She wants to place them into bags with 9 shells in each bag. By solving 36 ÷ 9, Candace knows how many bags she needs for the shells. Which of the following correctly describes Candace's seashells?

A. There are 9 bags of shells with 4 shells in each bag for a total of 36 seashells.

B. There are 6 bags of shells with 6 shells in each bag for a total of 36 seashells.

C. There are 5 bags of shells with 9 shells in each bag for a total of 36 seashells.

D. There are 4 bags of shells with 9 shells in each bag for a total of 36 seashells.

3. Select the statement that can be represented by the expression 27 ÷ 3.

A. Leah, Sarah, and Julie each read 27 books over summer vacation.

B. Marco has 27 raisins. He gives 3 raisins to his sister.

C. Reese places 27 cans of soup in the pantry. Reese puts the same number of cans on each of 3 shelves.

D. Jada has 27 strawberries. She and her sister each eat 3 strawberries.

4. Four friends equally share 24 marbles.
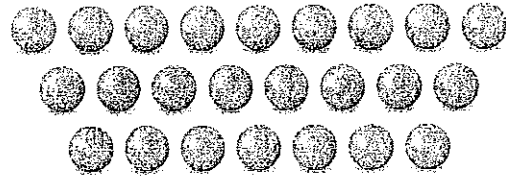
Which equation shows how many marbles each friend receives?

A. 27 ÷ 3 = 9

B. 24 ÷ 4 = 6

C. 24 ÷ 3 = 8

D. 24 − 3 = 21

1. At a grocery store, there are six types of canned vegetables for sale. There are 5 rows of canned corn with 7 cans in each row as shown in this picture.

Which equation shows how to find the total number of cans of corn for sale?

A. $6 \times 5 = 30$

B. $5 \times 7 = 35$

C. $5 \times 8 = 40$

D. $6 \times 7 = 42$

2. Zack and 8 friends are fishing. Each person catches 2 fish. How many total fish do Zack and his friends catch?

A. 16

B. 17

C. 18

D. 19

3. Emilio makes 6 short bookmarks and five long bookmarks from a spool of ribbon. The short bookmarks are 6 inches long, and the long bookmarks are 8 inches long. How much ribbon does Emilio use for the short bookmarks?

A. 12 in

B. 25 in

C. 36 in

D. 48 in

4. Shonda has a spool that contains 16 feet of ribbon. This is 4 times as much ribbon as she needs to make a bow for a present.
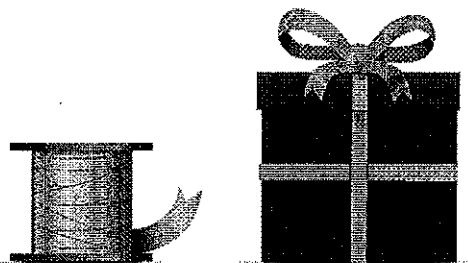
Which equation can be used to find the number of feet of ribbon Shonda needs to make a bow for a present?

A. $16 \div \boxed{} = 4$

B. $\boxed{} \div 4 = 16$

C. $15 \div 3 = \boxed{}$

D. $16 \times 4 = \boxed{}$

5. Which problem can be solved with this equation?

$$54 \div 9 = ?$$

A. There are 54 automobiles and 9 trucks on a used car lot. How many vehicles are on the used car lot?

B. Tisha needs $54 to purchase a game. She has saved $9. How much more does Tisha need to save to buy the game?

C. The third-grade students take a trip to the science museum in 9 buses. Each bus carries 54 students. How many students are on the trip?

D. The YMCA forms teams for basketball. Each team has 9 players. If 54 children sign up to play, how many teams are formed?

1. Armand plays a game. He measures and finds that he can move forward 3 feet when he takes a giant step. Armand takes several giant steps, as shown on this number line.
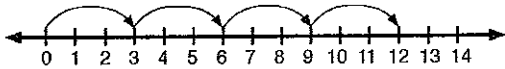
Which equation **cannot** be used to represent the information on the number line?

A. $4 \times \square = 12$

B. $12 \div \square = 3$

C. $12 \div 3 = \square$

D. $3 \times 12 = \square$

2. Robby has 21 dimes. He sorts the dimes into 7 equal stacks.

Which equation shows how many dimes are in each stack?

A. $10 \times 7 = 70$

B. $21 + 7 = 28$

C. $21 - 7 = 14$

D. $21 \div 7 = 3$

3. Raymond has 24 flutes and three kazoos. He wants to place the flutes in boxes with 4 flutes in each box. Which equation shows how many boxes Raymond needs for the flutes?

A. $24 \div 4 = 6$

B. $24 \div 3 = 8$

C. $3 \times 4 = 12$

D. $23 + 3 + 4 = 30$

4. Helen has 5 boxes of dog treats. Each box has 8 treats and weighs six ounces. How many dog treats does Helen have?

A. 19

B. 30

C. 40

D. 48

5. Which problem can be solved with this equation?

$$72 \div 9 = \square$$

A. There are 72 students in third grade. Nine students are absent. How many students are present?

B. Angela has 72 stickers. She buys 9 more stickers. Now how many stickers does Angela have?

C. Sylvia has 72 baseball cards. She gives 9 cards to each of her 3 brothers. How many cards does Sylvia have now?

D. Miguel's dog, Ranger, was 9 centimeters tall as a puppy. Ranger has grown to a height of 72 centimeters. How many times as tall is Ranger now than when he was a puppy?

1. Denny uses this array to model the multiplication equation $4 \times 8 = 32$.
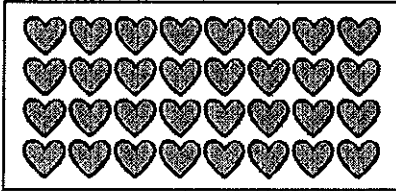
Which division equation is modeled by the same figure?

A. $24 \div 8 = 3$

C. $8 \div 2 = 4$

B. $12 \div 4 = 3$

D. $32 \div 4 = 8$

2. Which equation in the box does **not** belong in this fact family?

8	×	6	=	48
6	×	8	=	48
48	÷	12	=	4
48	÷	8	=	6

A. $8 \times 6 = 48$

C. $48 \div 12 = 4$

B. $6 \times 8 = 48$

D. $48 \div 8 = 6$

3. Coach Allen orders 30 new sports balls for his P.E. classes. He orders equal numbers of soccer balls, basketballs, and volleyballs. Which shows related facts that can be used to find how many of each type sports ball Coach Allen orders?

A. $5 \times 6 = 30, \quad 30 \div 5 = 6$

B. $3 \times 9 = 27, \quad 27 \div 3 = 9$

C. $3 \times 10 = 30, \quad 30 \div 3 = 10$

D. $2 \times 15 = 30, \quad 30 \div 2 = 15$

4. Ike wants to separate his 24 action figures equally into 3 boxes. He writes this equation to find how many figures to put in each box.

$$24 \div 3 = ?$$

Which equation can Ike use to find the quotient?

A. $4 \times 6 = 24$

C. $2 \times 12 = 24$

B. $3 \times 8 = 24$

D. $24 - 3 = 21$

5. At Pete's Pet Store, Pete places 45 hamsters in cages. He places 5 hamsters in each cage. Pete writes this equation to show how many cages he needs.

$$45 \div 5 = 9$$

Which expression might Pete have used to find this quotient?

A. 5×9

B. $5 \div 45$

C. $45 - 9$

D. 45×5

6. A photographer places 28 children in 4 equal rows. Which equation belongs in the same fact family as $28 \div 4 = \square$?

A. $28 \times 4 = \square$

B. $4 + \square = 28$

C. $\square \times 4 = 28$

D. $28 - 4 = \square$

Concept Practice

1. Wilton uses an area model to show the division equation $20 \div \boxed{} = 4$.
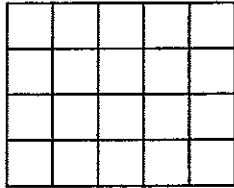
Which multiplication equation is modeled by the same figure?

A. $4 \times \boxed{} = 20$

B. $\boxed{} \times 4 = 16$

C. $4 \times \boxed{} = 24$

D. $\boxed{} \times 20 = 4$

2. Maya and her 2 sisters buy a scarf for their mother. The scarf costs $24, and they share the cost equally. Which equation is in the same fact family as $24 \div 3 = \boxed{}$?

A. $4 \times \boxed{} = 24$

B. $\boxed{} \times 3 = 24$

C. $24 \div 2 = \boxed{}$

D. $24 \times 3 = \boxed{}$

3. Six friends share 36 cookies equally. Which shows the related facts that can be used to determine how many cookies each friend receives?

A. $7 \times 5 = 35, \quad 35 \div 5 = 7$

B. $6 \times 6 = 36, \quad 36 \div 6 = 6$

C. $5 \times 5 = 25, \quad 25 \div 5 = 5$

D. $3 \times 5 = 15, \quad 15 \div 5 = 3$

4. Josue equally divides 56 buttons to sew on 7 coats. Which shows another way to find the quotient of $56 \div 7$?

A. $56 \times \boxed{} = 7$

B. $56 \times 7 = \boxed{}$

C. $7 \times 7 = \boxed{}$

D. $7 \times \boxed{} = 56$

5. Mitch and Missy practice multiplication and division facts using triangular flash cards.
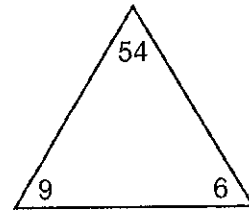
Which fact is **not** in the family of facts for this flash card?

A. $54 \div 9 = 6$

B. $54 \div 6 = 9$

C. $9 + 6 = 15$

D. $9 \times 6 = 54$

6. The school nurse has 36 thermometers. She puts an equal number of thermometers in 4 boxes. Which equation **cannot** be used to find how many thermometers are in each box?

A. $36 \div 4 = \boxed{}$

B. $4 \times \boxed{} = 36$

C. $36 \div \boxed{} = 4$

D. $36 \times 4 = \boxed{}$

1. Which fact has the same product as
6 × 6?

A. 7 × 5

B. 9 × 3

C. 7 × 4

D. 4 × 9

2. Which fact does *not* have the same
quotient as 42 ÷ 7?

A. 24 ÷ 4

B. 30 ÷ 5

C. 56 ÷ 8

D. 54 ÷ 9

3. Randy practices basketball after school.
Before taking a practice shot, he always
dribbles the ball 5 times. Randy makes
6 practice shots. How many times does
he dribble the ball?

A. 24

B. 30

C. 36

D. 42

4. Xavier arranges 56 trophies on the
8 shelves in his room. He places the
same number of trophies on each shelf.
How many trophies does Xavier place
on each shelf?

A. 7

B. 8

C. 48

D. 64

5. Carnations are sold in bunches of 6.
Rory buys 3 bunches of carnations.
Clyde buys 4 bunches of carnations.
How many carnations do Rory and Clyde
buy altogether?

A. 18

B. 36

C. 42

D. 48

6. A zookeeper has 16 bananas to share
equally among the 4 gorillas. How many
bananas does each gorilla receive?

A. 3

B. 4

C. 12

D. 20

Concept Practice

1. Which fact has the same product as 3 × 8?

A. 2 × 9

B. 7 × 3

C. 6 × 4

D. 5 × 5

2. Which fact has the same quotient as 64 ÷ 8?

A. 80 ÷ 10

B. 36 ÷ 4

C. 42 ÷ 6

D. 8 ÷ 8

3. Chad and his cousin skip smooth stones across the lake. Chad throws a stone that makes 6 skips. Each skip covers 7 feet as shown on this number line.
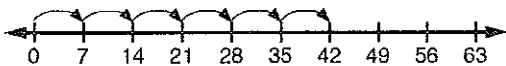
Which equation can be used to find how far Chad's stone travels?

A. 7 × 7 = 42

B. 6 × 7 = 42

C. 6 + 36 = 42

D. 35 ÷ 7 = 5

4. Elsa looks at the fish in the pet store. She counts exactly 8 fish in each of the 9 aquariums. What is the total number of fish in the aquariums?

A. 63

B. 64

C. 72

D. 81

5. Mrs. Yen has 25 dimes. She gives the same number of dimes to each of her 5 children. How many dimes will each child receive?

A. 4

B. 5

C. 6

D. 7

6. The post office has 27 packages to be delivered. There are 9 mail carriers who each receive the same number of packages to deliver. How many packages does each mail carrier deliver?

A. 3

B. 4

C. 5

D. 6

1. Demarius wants to cut this cake into 30 equal slices. First, he cuts the cake into 5 sections as shown.

Demarius needs to finish cutting the cake. He uses this equation to decide how to divide each section.

$$30 \div 5 = ?$$

Which number makes the equation true?

A. 4   **C.** 6

B. 25   **D.** 35

2. A used car lot has 9 cars. Johnna uses this equation to find the number of tires on all the cars in the lot.

$$9 \times 4 = ?$$

Which number makes Johnna's equation true?

A. 13   **C.** 28

B. 27   **D.** 36

3. Don plans to mow 12 yards in 6 days. He wants to mow the same number of yards each day. Don uses this equation to determine how many yards to mow each day.

$$\boxed{} = 12 \div 6$$

Which number makes Don's equation correct?

A. 24   **C.** 6

B. 12   **D.** 2

4. Dylan sorted 24 sheets of paper. He put the paper in stacks of red, blue, and yellow. Each stack contained the same number of sheets. Dylan used this equation to calculate the number of sheets in each stack.

$$24 \div 3 = \boxed{}$$

Which equation could help Dylan find the value of $\boxed{}$?

A. $3 \times \boxed{} = 24$

B. $\boxed{} \div 3 = 24$

C. $\boxed{} \div 24 = 3$

D. $3 \times 24 = \boxed{}$

5. Jerri wrote this equation.

$$5 \times ? = 45$$

Which of these statements does **not** describe the equation in words?

A. Five groups of some number is the same as 45.

B. Five groups of 45 is the same as the product.

C. Five times some number is the same as 45.

D. Multiplying 5 and a missing factor gives a product of 45.

1. Trevor buys these 7 action figures for $56.
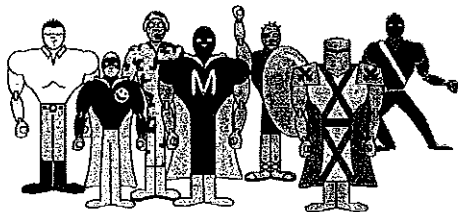
Each action figure costs the same amount. Trevor uses this equation to find the cost of each figure.

$$\$56 \div ? = 7$$

What is the cost of each action figure?

A. $8

B. $9

C. $49

D. $63

2. Pencils are sold in packages of 8. Ryan needs a total of 72 pencils. He uses multiplication to find the number of packages he needs to purchase.

$$8 \times \boxed{} = 72$$

Which division equation is Ryan solving?

A. $8 \div 72 = \boxed{}$

B. $\boxed{} \div 72 = 8$

C. $72 \div 8 = \boxed{}$

D. $\boxed{} \div 8 = 72$

3. Becky separates 40 vocabulary flash cards into equal groups of 5 so she can study the same number of words each night. Becky uses this equation to find how many words to study each night.

$$\boxed{} = 40 \div 5$$

Which number belongs in the $\boxed{}$?

A. 200   C. 10

B. 20   D. 8

4. Allison's mother bakes a dozen cookies for Allison and 3 friends to share equally. She uses this equation to find the number of cookies each of them should receive.

$$12 = ? \times 4$$

Which number makes the equation true?

A. 3   C. 9

B. 5   D. 36

5. Maxwell wants to explain this equation to his sister.

$$8 \times \boxed{} = 56$$

Which of these is **not** a correct description?

A. Eight groups of some number is the same as 56.

B. Eight times a number is the same as 56.

C. 56 times an unknown number is equal to 8.

D. Multiplying 8 and a missing factor gives a product of 56.

1. Martin made a design with shapes. He used 7 hexagons and a pentagon. Which equation can be used to find s, the total number of sides on these figures?

   A. $s = 7 + 6 + 5$

   B. $7 \times 6 + 5 = s$

   C. $6 \times 5 + 7 = s$

   D. $s = 7 \times 6 \times 5$

2. Laura made two pans of brownies. She cut each pan into 20 brownies. Her friends ate 24 brownies. How many brownies were left?

   A. 54   **C.** 16

   B. 41   **D.** 7

3. Six children and 3 adults attend a movie matinee where all tickets cost $6. The group uses this equation to find the total bill.

$$t = (6 + 3) \times \$6$$

How much does the group pay for movie tickets?

   A. $6   **C.** $36

   B. $18   **D.** $54

4. Meg had some coins in her purse. She used 6 nickels to buy a used book at a yard sale. Now she has 45 cents left in her purse. How much money did Meg have before she bought the book?

   A. 51¢   **C.** 80¢

   B. 75¢   **D.** 85¢

5. Mara eats 17 grapes, 53 raisins, and 14 pretzels for a snack. Which equation can be used to determine how many more raisins Mara eats than grapes and pretzels combined?

   A. $\boxed{} = 53 - (17 + 14)$

   B. $\boxed{} = 53 - 17 + 14$

   C. $\boxed{} = 17 + 53 + 14$

   D. $\boxed{} = 17 + 53 - 14$

6. Which of the following could be solved using this equation?

$$327 + 179 - 138 = \boxed{}$$

   A. Ilse drives 327 miles on Monday and 179 miles on Tuesday. She has 138 more miles to drive on Wednesday. How many miles will Ilse drive in the three days?

   B. Edwin has 327 baseball cards and 179 football cards. He also has 138 soccer cards. How many baseball and football cards does Edwin have?

   C. Tammy has $327. She buys a phone for $179 and a game for $138. How much money does Tammy spend on her purchases?

   D. Jaci buys a printer for $179 and a laptop for $327. The store gives her $138 for her old computer. How much does Jaci pay for the printer and laptop?

1. Daphne buys 8 packages of small paper plates and 1 package of large paper plates for a picnic. The packages of large plates cost $5 each, and the packages of small plates cost $4 each. How much money does Daphne spend for all the paper plates?

   A. $30

   B. $32

   C. $37

   D. $44

2. Most apples contain 5 seed pockets called carpels. Each carpel contains 2 apple seeds. Which equation **best** describes the total number of seeds in 10 apples?

   A. $10 + 2 + 5 = 17$

   B. $5 \times 2 + 10 = 20$

   C. $2 \times 10 + 5 = 25$

   D. $5 \times 2 \times 10 = 100$

3. A ticket seller at a theater sells tickets for a school play. He sells 92 tickets for Section A and 78 tickets for Section B. He also sells 67 tickets for the balcony. How many fewer tickets are sold for the balcony than for Sections A and B combined?

   A. 103

   B. 159

   C. 170

   D. 237

4. Eight players each sell 10 discount cards for the volleyball team. The coach sells 16 cards. How many discount cards do the players and coach sell in all?

   A. 96

   B. 86

   C. 76

   D. 33

5. Shelly runs 3 miles each week. Cameron runs twice as far as Shelly. Which equation shows the number of miles Cameron runs in 3 weeks?

   A. $(3 - 2) \times 3 = 3$

   B. $3 + 2 + 3 = 8$

   C. $3 \times 3 + 8 = 17$

   D. $2 \times 3 \times 3 = 18$

6. Carlos receives $50 for his birthday. He buys a football for $19 and a basketball for $13. About how much money does Carlos have left?

   A. $10

   B. $20

   C. $30

   D. $40

Use the chart to answer questions 1 and 2.

1	2	3	●	5	6	7	●	9	10
11	●	13	14	15	●	17	18	19	●
21	22	23	●	25	26	27	●	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

1. Huan places counters on a hundred chart to create a pattern. Which statement about Huan's pattern is **not** true?

A. The next number in the pattern is 32.

B. The numbers in the pattern alternate between even numbers and odd numbers.

C. All the numbers in the pattern are even.

D. The description for the pattern is "Multiples of 4."

2. Which number correctly completes the pattern?

$$36, 40, \_\_\_, 48$$

A. 42

B. 44

C. 45

D. 46

Use the table to answer questions 3 and 4.

Multiplication Table

x	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

3. Which statement about whole numbers is true?

A. The product of 3 and any factor must be an odd number.

B. The product of 8 and any factor must be an even number.

C. Any multiple of 8 is also a multiple of 6.

D. Any number that is a multiple of 9 is also a multiple of 6.

4. Which expression can be used to find the missing number in this pattern?

$$54, 48, \_\_\_, 36, 30$$

A. 36 + 12

B. 36 – 6

C. 36 + 8

D. 48 – 6

Concept Practice

Use the chart to answer questions 1 and 2.

Hundred Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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

A. All multiples of 10 have a zero in the ones place.

B. All multiples of 10 are odd numbers.

C. All multiples of 10 can be found in the far right column on the hundred chart.

D. All multiples of 10 are also multiples of 5.

2. Shade all the multiples of 4. Which statement is true about multiples of 4?

A. Some of the multiples shaded are odd.

B. There are multiples shaded in every other column on the hundred chart.

C. There are exactly two multiples shaded in every row on the hundred chart.

D. All the shaded multiples are also multiples of 3.

Use the table to answer questions 3 and 4.

Multiplication Table

x	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

3. Which statement is always true?

A. When 3 is multiplied by an odd factor, the product is an even number.

B. When 5 is multiplied by an even factor, the product is an even number.

C. When 6 is multiplied by an even factor, the product is an odd number.

D. When 9 is multiplied by an odd factor, the product is an even number.

4. Sonia skip counts by 6. She notices a pattern as she counts. Use the multiplication table to find Sonia's pattern. Which describes the pattern?

A. The multiples of 6 are also multiples of 3.

B. The multiples of 6 are also multiples of 4.

C. The multiples of 6 are also multiples of 5.

D. The multiples of 6 are also multiples of 8.

1. Gina has a small library of her favorite books. She has 173 novels, 127 biographies, and 102 poetry books. Which equation shows an **estimate** that is closest to the total number of books in Gina's library?

   A. 100 + 100 + 100 = 300

   B. 200 + 100 + 100 = 400

   C. 200 + 200 + 100 = 500

   D. 200 + 200 + 200 = 600

2. Joe adds 378 and 262. His answer is 600. Is Joe's answer **reasonable**?

   A. Yes, because 378 rounds to 400 and 262 rounds to 200. 400 + 200 = 600.

   B. No, because Joe cannot use estimation to solve this type of problem.

   C. Yes, because 378 rounds to 400 and 262 rounds to 300. 400 + 300 = 700.

   D. No, because 378 rounds to 400 and 262 rounds to 300. A **reasonable** answer is 700, not 600.

3. Ms. Chen bought a new chair that cost $398. She also bought a table for $208 and a new lamp for $188. Which expression does **not** show a reasonable way to estimate the cost of Ms. Chen's purchases?

   A. $300 + $200 + $200

   B. $400 + $200 + $190

   C. $400 + $200 + $200

   D. $400 + $210 + $190

Use the chart to answer questions 4 and 5.

This chart shows the number of miles Mr. Parson drove in 4 days last week.

Mr. Parson's Mileage

Day of Week	Number of Miles
Monday	104
Tuesday	183
Wednesday	279
Thursday	148

4. Which equation shows the **best** estimate of how many more miles Mr. Parson drove on Wednesday than Thursday?

   A. 200 + 200 = 400

   B. 200 + 100 = 300

   C. 300 − 100 = 200

   D. 275 − 150 = 125

5. **Approximately** how far did Mr. Parson drive last week?

   A. 900 miles

   B. 800 miles

   C. 700 miles

   D. 600 miles

6. Nate's father asks him to research the cost of a new laptop computer and printer. He finds a new laptop for $455 and a printer for $142. Which is a **reasonable** estimate for Nate to tell his father?

   A. $650   C. $550

   B. $600   D. $300

1. Sarah read 268 pages last month. Demetri read 511 pages. Which equation shows the **best** estimate of difference in the number of pages Sarah and Demetri read?

   A. 300 + 500 = 800

   B. 500 – 300 = 200

   C. 200 + 500 = 700

   D. 600 – 300 = 300

2. The owner of Pet Palace counted the bags of pet food on the shelves. She recorded the information in this chart.

   Pet Food

Brand	Cat Food	Dog Food
Brand A	28	21
Brand B	47	59
Brand C	63	86

   Based on the information in the chart, which of the following statements is true?

   A. The approximate number of bags of cat food is the same as the approximate number of bags of dog food.

   B. Pet Palace has about 100 fewer total bags of Brand A than total bags of Brand C.

   C. There are approximately 200 total bags of Brand B and Brand C on the shelves.

   D. The **best** estimate of the number of bags of dog food on the shelves is 150.

3. Seaside Elementary School has 288 students in third grade, 211 students in fourth grade, and 197 students in fifth grade. Which equation shows the **best** estimate of the number of students in these three grades?

   A. 200 + 200 + 200 = 600

   B. 200 + 200 + 100 = 500

   C. 300 + 200 + 200 = 700

   D. 300 + 200 + 300 = 800

4. This chart shows the number of each type of sports ball Coach Paul has in the equipment room.

   Sports Balls

Type	Number
Basketball	22
Soccer ball	34
Football	17
Baseball	46

   Which equation shows the **best** way to estimate the total number of sports balls Coach Paul has in the equipment room?

   A. 20 + 30 + 10 + 40 = 100

   B. 20 + 30 + 20 + 50 = 120

   C. 30 + 30 + 10 + 40 = 110

   D. 20 + 30 + 20 + 40 = 110

1. Which expression has the same sum as 485 + 378?

A. 478 + 385

B. 374 + 499

C. 604 + 269

D. 592 + 291

2. A total of $620 was won by students at the local history fair. Marty won $350. Chloe won $75. Alvin won the rest. How much money did Alvin win?

A. $895   C. $195

B. $270   D. $95

3. The Keenan family has $235 to spend at an amusement park for meals and souvenirs. They paid $56 for lunch and bought souvenirs for $104. How much money does the Keenan family have left?

A. $395

B. $160

C. $135

D. $75

4. August and Rafael collect baseball cards. August has 653 cards in his collection. Rafael has 345 cards in his collection. Which expression can be used to determine the total number of cards August and Rafael have all together?

A. (600 + 30 + 5) + (300 + 40 + 5)

B. (600 + 50 + 3) + (300 + 40 + 5)

C. (600 + 50 + 3) + (300 + 50 + 4)

D. (600 + 50 + 5) + (300 + 40 + 4)

5. This chart shows the new books Mrs. Cortez orders for the school library.

Library Books

	Fiction	Nonfiction
Fall	114	109
Spring	142	127

How many more fiction books does Mrs. Cortez order in the spring than in the fall?

A. 5   C. 28

B. 15   D. 32

6. Callie makes bracelets to give her friends on Valentine's Day. She uses 216 red beads and 277 pink beads. To find the total number of beads she uses, Callie solves this problem.

$$\begin{array}{r} 216 \\ + 277 \\ \hline 493 \end{array}$$

How can Callie check her work to see if her answer is correct?

A. Callie can add 493 and 277.

B. Callie can subtract 216 from 277.

C. Callie can subtract 277 from 493.

D. Callie can add 216 to 493.

Concept Practice

1. Joshua, Carson, and Francisco collect marbles. Joshua has 427 marbles. Carson has 165 more marbles than Joshua, and Francisco has 279 fewer marbles than Carson. How many marbles does Carson have?

   A. 313

   B. 541

   C. 592

   D. 757

2. Mrs. Kern flies 742 miles in a helicopter in two days. She flies 378 miles the first day. How many miles does Mrs. Kern fly the second day?

   A. 1,120 mi   C. 364 mi

   B. 1,106 mi   D. 362 mi

3. Rashad and his friends have a video game contest. Rashad records the number of points scored in this chart.

   Video Game Points

Name	Points
Rashad	392
Leon	248
Jack	277

   Which statement about the points shown in Rashad's chart is true?

   A. The difference between Rashad's score and Leon's score can be determined by the expression (300 + 90 + 2) – (200 + 80 + 4).

   B. The sum of all points is 917.

   C. Rashad scores 33 fewer points than the combined scores of Leon and Jack.

   D. Leon scores 39 fewer points than Jack.

Use this chart to answer questions 4 and 5.

This chart shows how many lunches the Gourmet Tray Cafeteria served in one week.

Lunches Served

Day	Number of Lunches
Monday	362
Tuesday	435
Wednesday	411
Thursday	396
Friday	508

4. How many fewer lunches are served on the first day of the week than on the last day of the week?

   A. 142   C. 266

   B. 146   D. 870

5. How many lunches were served on Thursday and Friday?

   A. 804   C. 894

   B. 814   D. 904

6. At scout camp, campers use beads to make necklaces. They use 356 red beads, 745 purple beads, 695 yellow beads, and 278 green beads. Which expression can be used to find how many more purple beads are used than red and green beads?

   A. 745 + (356 – 278)

   B. 745 – (356 + 278)

   C. 745 + (278 + 356)

   D. 745 – (356 – 278)

1. Tyreke places 6 tens on his desk to show the value of 60.
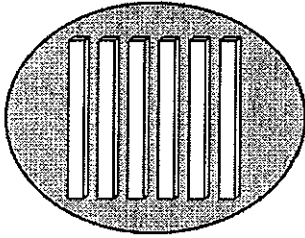
Tyreke draws this model 3 times in his journal. What is the value of his new model?

A. 18   **C.** 180

B. 63   **D.** 360

2. Mrs. Singer, the choir teacher, wants to invite 240 parents to the school end-of-year program. She looks at several different packages of invitations. Which combination of packages should Mrs. Singer **not** buy in order to have an invitation for each parent?

A. 3 packages of 80

B. 4 packages of 60

C. 5 packages of 40

D. 6 packages of 40

3. Smith Elementary Parents' Club sells spring flowers for a fundraiser. Each pot contains 6 flowers. The club sells 80 pots. How many flowers are sold in all?

A. 540   **C.** 420

B. 480   **D.** 140

4. Hope receives five $50 bills for her birthday. How much money does Hope receive?

A. $25

B. $100

C. $250

D. $500

5. Jessie bakes chocolate chip cookies to sell at the school's bake sale. She places 3 cookies in each sack and charges $3 for a sack. Jessie sells 40 sacks of cookies. How much does Jessie earn from the bake sale?

A. $9

B. $120

C. $240

D. $360

6. Dusty collects baseball cards. He already owns 38 packs, and his grandparents give him 2 more packs for his birthday. Each pack contains 8 cards. How many cards does Dusty now own?

A. 16

B. 76

C. 240

D. 320

1. Which is **not** a way to represent a product of 90?

   A.

   B. 9 groups of ten

   C. 3 × 30

   D.

2. The average length of a song is 3 minutes. Karen downloads 70 songs and listens to all her songs. About how many minutes does Karen listen to music?

   A. 210 min

   B. 100 min

   C. 73 min

   D. 67 min

3. The Splash Car Wash cleans 60 cars with 4 tires on each car. How many tires are washed in all?

   A. 64

   B. 200

   C. 240

   D. 280

4. Mrs. Collins' third-grade class sets a goal to read 20 minutes at home every day of the week. How many minutes will each student read in 1 week?

   A. 140 min

   B. 120 min

   C. 60 min

   D. 23 min

5. Office Station sells pens in boxes of different sizes. Ms. Johnson wants to purchase exactly 360 pens for her office. Which combination of boxes should Ms. Johnson purchase?

   A. 9 boxes of 20 pens

   B. 9 boxes of 40 pens

   C. 8 boxes of 50 pens

   D. 6 boxes of 70 pens

6. Cherry candy is sold in bags containing 80 pieces. Monica buys 7 bags of candy. How many pieces of candy does Monica buy?

   A. 87

   B. 480

   C. 560

   D. 600

Unit 13 – Standard NC.3.NF.1
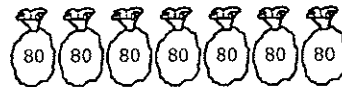
1. Examine each model. A part of each model is shaded. In which model does the shaded part represent a unit fraction?

A.

B.

C.

D.
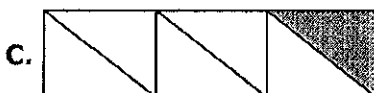
2. On each number line, the distance between 0 and 1 represents one whole. Each whole is divided into equal parts. On which number line does point S represent the fraction $\frac{1}{8}$?

A.

B.

C.

D.
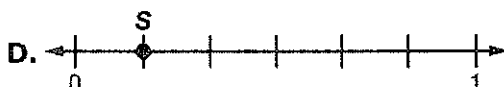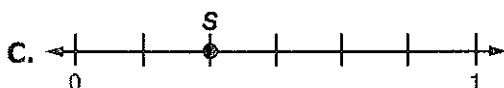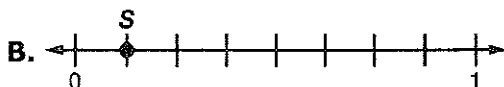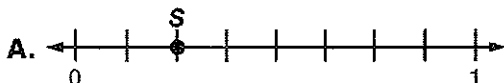
3. Taylor and Ron each eat $\frac{1}{4}$ of a candy bar.

Taylor's Candy Bar   **Ron's Candy Bar**
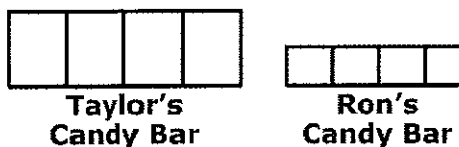
Which statement is **not** true about the candy they eat?

A. Ron's $\frac{1}{4}$ is smaller than Taylor's $\frac{1}{4}$ because Ron's candy bar is smaller.

B. Taylor and Ron both eat the same amount of candy because they both eat $\frac{1}{4}$ of a candy bar.

C. Both boys eat a part of a candy bar that represents a unit fraction.

D. Taylor eats more candy than Ron because his candy bar is larger.

4. Miriam measures the width of three different ribbons. What is the width, in centimeters, of the solid ribbon?
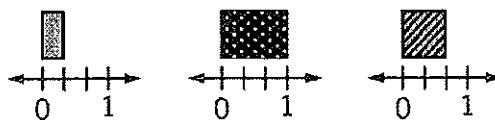
not drawn to scale

A. $\frac{1}{2}$ cm

B. $\frac{1}{3}$ cm

C. $\frac{1}{4}$ cm

D. $\frac{1}{5}$ cm

1. Amanda divides the distance between 0 and 1 on this number line into equal parts. She places a point at one location.
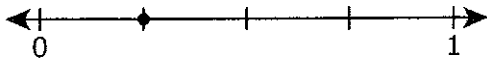
Which statement about Amanda's number line is true?

A. The number line shows thirds, and the point is located at $\frac{1}{3}$.

B. The number line shows fourths, and the point is located at $\frac{2}{4}$.

C. The number line shows halves, and the point is located at $\frac{1}{2}$.

D. The number line shows fourths, and the point is located at $\frac{1}{4}$.

2. Samar draws lines to divide 4 different figures in half. His teacher asks him to shade $\frac{1}{2}$ of each figure.
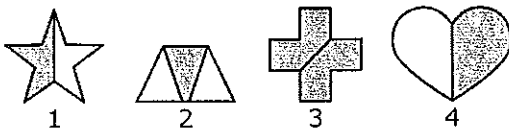
Which statement is true about Samar's figures?

A. Only figures 1 and 3 are correct.

B. Only figure 2 is correct.

C. All the figures are correct.

D. Figures 2 and 3 are incorrect.

3. Mrs. Carr decorates an ice cream cake. She cuts the cake into 8 parts and puts red sprinkles on 3 parts, cherries on 2 parts, and chocolate drizzle on 2 parts. She leaves 1 part of the cake plain.
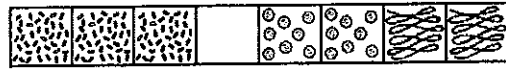
What fraction of the ice cream cake has no decorations?

A. $\frac{1}{2}$ **C.** $\frac{1}{4}$

B. $\frac{1}{3}$ **D.** $\frac{1}{8}$

4. Lilly sees 4 flags flying at the park. Her favorite flag is $\frac{1}{3}$ blue. The shaded parts of the models represent the blue parts of the flags. Which of these represents Lilly's favorite flag?
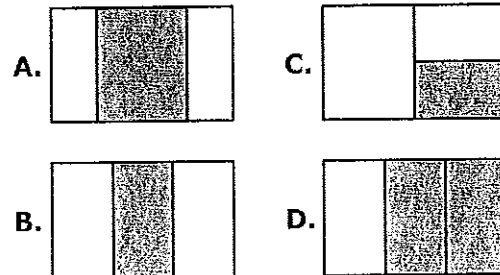
5. On this number line, the distance between 0 and 1 is divided into 6 equal parts.

Which point represents $\frac{1}{6}$ on the number line?

A. Point H **C.** Point K

B. Point I **D.** Point L

1. On this number line, X marks a point. Which fraction names this point?
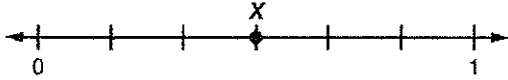
A. $\frac{1}{3}$

B. $\frac{3}{8}$

C. $\frac{3}{6}$

D. $\frac{3}{4}$

2. The members of the Steppers Running Club run each day on a track that is 1 mile long. The track is divided into 4 equal parts. Donald stopped $\frac{3}{4}$ of the way to tie his shoe. Which number line shows where Donald stopped?
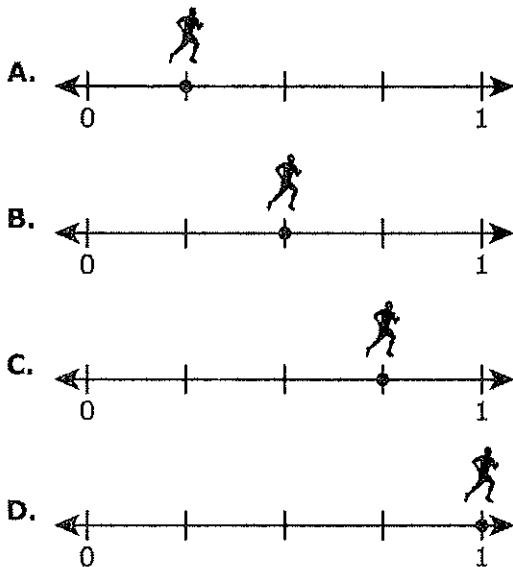
3. Which shows $\frac{3}{8}$ of the figure shaded?
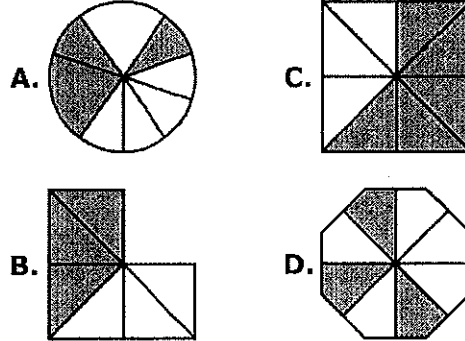
4. Keto shows his family's camping trip on this number line. Each third of Keto's number line represents one day of the trip. He shades a part of the number line at the end of each day.
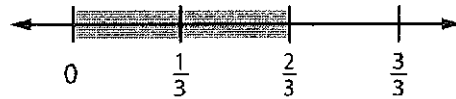
What fractional part of the camping trip has the family completed?

A. 0

C. $\frac{2}{3}$

B. $\frac{1}{3}$

D. $\frac{3}{3}$

5. Chase eats part of a chocolate bar. The shaded part of the model shows how much of the candy bar Chase has left.
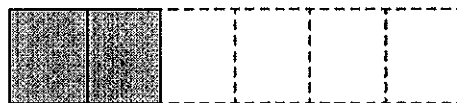
Which fraction represents the amount of the chocolate bar Chase eats?

A. $\frac{2}{6}$

C. $\frac{4}{2}$

B. $\frac{2}{4}$

D. $\frac{4}{6}$

1. Ben's class is learning about fractions. Ben folds a strip of paper to make an area model.
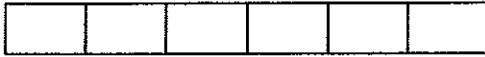
He colors 3 parts green, 1 part red, and 2 parts blue. What fraction of Ben's model is green?

A. $\frac{2}{3}$

B. $\frac{3}{6}$

C. $\frac{1}{6}$

D. $\frac{2}{3}$

2. At dog shows, small dogs sit on tables for judging. The drawing shows the setup for the small-breed judging. Tables are evenly spaced between 0 and 1. Which dog sits on the table representing $\frac{2}{3}$ of the distance from 0 to 1?

A.

B.

C.

D.
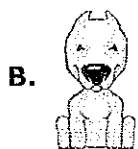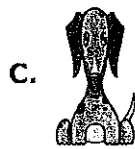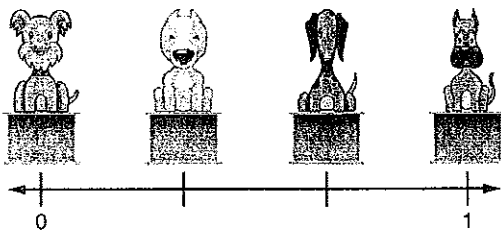
3. Examine these figures. Select the figure that does **not** show $\frac{5}{8}$ shaded.

A.

B.

C.

D.
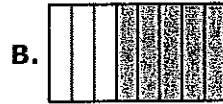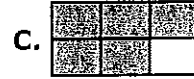
4. The number of equal parts between 0 and 1 is represented by d on the number line. What number does d represent in the labeled fractions?

A. 8

C. 4

B. 6
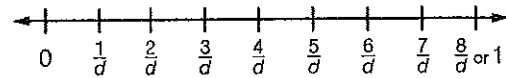
D. 3

5. This number line represents the distance between 0 and 1.
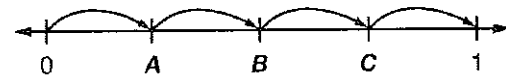
Which statement about the number line is **not** true?

A. The distance from 0 to 1 on the number line has been divided into four equal parts.

B. The distance between B and C is $\frac{3}{4}$.

C. Each part on the number line has a length of $\frac{1}{4}$.

D. The distance from 0 to point B can be represented by the fraction $\frac{2}{4}$.

Use this chart to answer questions 1 and 2.

Jacie draws a fraction chart to help identify equivalent fractions.

1					
$\frac{1}{2}$			$\frac{1}{2}$		
$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$	
$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$
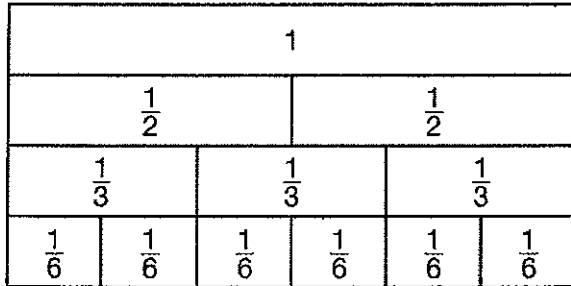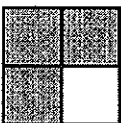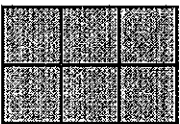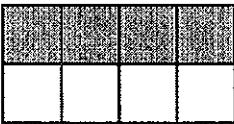
1. Which fraction is equivalent to one whole?

A. $\frac{5}{3}$ **C.** $\frac{4}{2}$

B. $\frac{2}{1}$ **D.** $\frac{6}{6}$

2. Which is **not** a true equation?

A. $\frac{3}{6} = \frac{1}{2}$ **C.** $\frac{5}{6} = \frac{2}{2}$

B. $\frac{1}{3} = \frac{2}{6}$ **D.** $\frac{4}{6} = \frac{2}{3}$

3. Tab draws a model of a fraction equivalent to $\frac{6}{8}$. Which model could Tab have drawn?

A.

B.

C.

D.
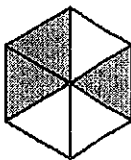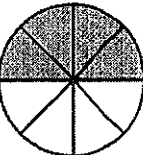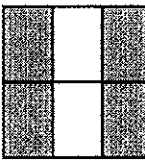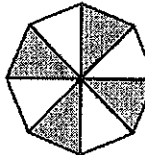
4. Pete's Pie Palace baked 4 apple pies for the July 4 picnic. Each pie was cut into 6 equal slices, as shown by the picture. At the end of the picnic, 3 whole pies had been eaten.

Which fraction is equivalent to 3?

A. $\frac{6}{18}$ **C.** $\frac{6}{3}$

B. $\frac{12}{6}$ **D.** $\frac{18}{6}$

5. Which figure does **not** show a fraction equivalent to $\frac{1}{2}$?

A. **C.**

B. **D.**

6. Jonathan labels point P on the number line.

P

$0 \quad \frac{1}{8} \quad \frac{2}{8} \quad \frac{3}{8} \quad \frac{4}{8} \quad \frac{5}{8} \quad \frac{6}{8} \quad \frac{7}{8} \quad \frac{8}{8}$
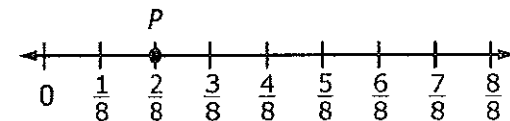
Which fraction is also located at point P?

A. $\frac{3}{4}$ **C.** $\frac{1}{3}$

B. $\frac{1}{2}$ **D.** $\frac{1}{4}$

Instruction

Concept Practice

Use the chart to answer questions 1–3.

Kim constructs this fraction chart to find equivalent fractions.

1							
$\frac{1}{2}$				$\frac{1}{2}$			
$\frac{1}{3}$		$\frac{1}{3}$			$\frac{1}{3}$		
$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$	
$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$		
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$

1. Which shows a pair of equivalent fractions?

A. $\frac{1}{2}$ and $\frac{2}{8}$ **C.** $\frac{2}{3}$ and $\frac{4}{6}$

B. $\frac{3}{8}$ and $\frac{2}{6}$ **D.** $\frac{3}{4}$ and $\frac{5}{8}$

2. Which equation is **not** correct?

A. $\frac{1}{4} = \frac{2}{8}$ **C.** $\frac{6}{8} = \frac{3}{4}$

B. $\frac{3}{6} = \frac{2}{4}$ **D.** $\frac{4}{6} = \frac{5}{8}$

3. Which fraction is equal to a whole number?

A. $\frac{3}{4}$

B. $\frac{3}{3}$

C. $\frac{3}{2}$

D. $\frac{10}{6}$

4. Look at the shaded parts of the figures.

K   L   M   N
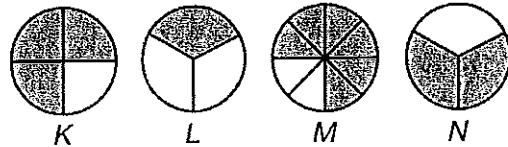
Which two figures show equivalent fractions?

A. K and L   **C.** L and N

B. K and M   **D.** K and N

5. Meredith draws this number line and labels $\frac{1}{2}$ with point D.
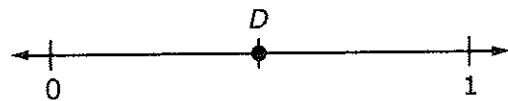
Which number line shows a fraction in the same location as point D?

A.

B.

C.

D.
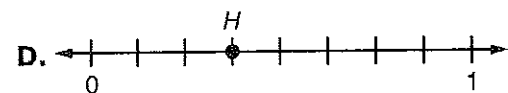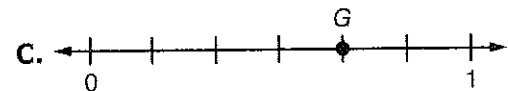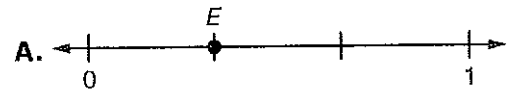
6. Mel bakes rolls for her family. She cuts each roll in half and places the eight pieces on a platter. Which equation shows a fraction and a whole number representing the total number of rolls Mel bakes?

A. $\frac{8}{8} = 1$ **C.** $\frac{8}{2} = 4$

B. $\frac{8}{4} = 2$ **D.** $\frac{8}{1} = 8$

1. Mrs. Bradshaw measured the heights of her two sons, Ray and Ed. She is surprised to see that Ray had grown $\frac{7}{8}$ inch and that Ed had grown $\frac{5}{8}$ inch in three months.

Ray

Ed
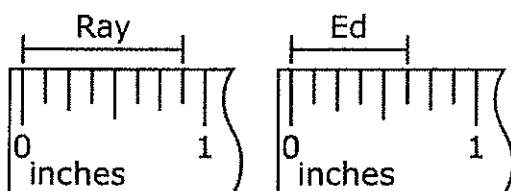
Which number sentence correctly compares how much the boys had grown?

A. $\frac{7}{8} < \frac{5}{8}$

C. $\frac{5}{8} > \frac{7}{8}$

B. $\frac{7}{8} = \frac{5}{8}$

D. $\frac{5}{8} < \frac{7}{8}$

2. Mrs. Jefferson uses $\frac{2}{4}$ cup brown sugar when she makes chocolate chip cookies. She uses $\frac{3}{4}$ cup brown sugar when she makes snickerdoodles.
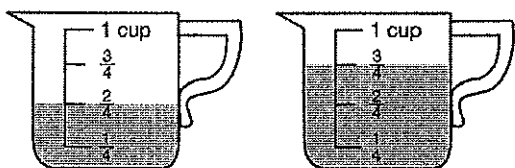
What does the model show?

A. $\frac{3}{4} = \frac{2}{4}$

C. $\frac{3}{4} > \frac{2}{4}$

B. $\frac{2}{4} > \frac{3}{4}$

D. $\frac{3}{4} < \frac{2}{4}$

3. Russell compares fractions using the symbols >, <, or =. All his statements are correct except one. Which statement is **not** true?

A. $\frac{3}{8} = \frac{3}{4}$

C. $\frac{2}{6} > \frac{1}{6}$

B. $\frac{3}{4} > \frac{2}{4}$

D. $\frac{1}{3} < \frac{1}{2}$

4. The hotel chef studies the breakfast buffet to determine which flavor of bread the customers prefer. The shaded parts represent the slices of bread that were taken.

Blueberry Bread   Cranberry Bread
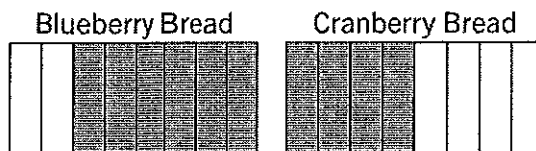
Based on the fraction models, which conclusion could the chef make about the bread eaten?

A. More customers prefer cranberry bread because $\frac{4}{8} > \frac{6}{8}$.

B. An equal number of customers prefer blueberry bread and cranberry bread because $\frac{2}{8} = \frac{4}{8}$.

C. More customers prefer blueberry bread because $\frac{6}{8} > \frac{4}{8}$.

D. Fewer customers prefer blueberry bread because $\frac{6}{8} < \frac{4}{8}$.

5. Mrs. Jones displayed this fraction chart on the classroom wall.

$\frac{1}{2}$			$\frac{1}{2}$	
$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$
$\frac{1}{4}$	$\frac{1}{4}$		$\frac{1}{4}$	$\frac{1}{4}$
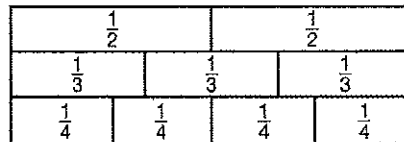
Which number sentence shows a true comparison?

A. $\frac{1}{2} > \frac{1}{4}$

C. $\frac{4}{4} < \frac{2}{4}$

B. $\frac{2}{4} = \frac{2}{3}$

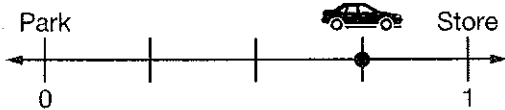D. $\frac{1}{4} > \frac{1}{2}$

Concept Practice

1. Lola makes a parallelogram composed of 8 equal triangular parts. She colors more than $\frac{5}{8}$ of the parallelogram blue. Which shows more than $\frac{5}{8}$ of the parallelogram colored?

A.

B.

C.

D.
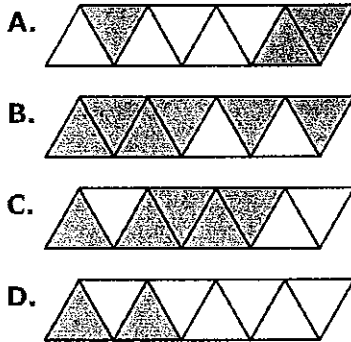
2. A car, a man, a bicycle, and a truck travel from the park to the store. The distance between the park and the store is one mile. Each stops at the point shown for a red light.
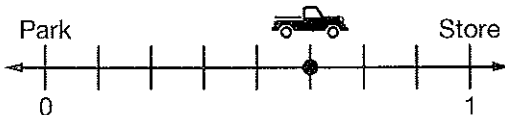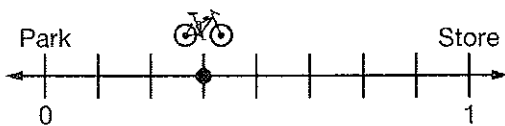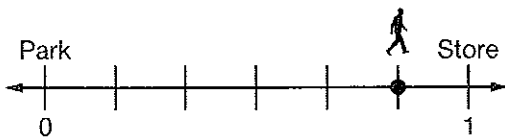
Which number sentence is **not** true?

A. $\frac{3}{4} > \frac{3}{8}$

C. $\frac{5}{8} > \frac{3}{8}$

B. $\frac{3}{8} > \frac{5}{8}$

D. $\frac{5}{6} > \frac{5}{8}$

3. Amal bakes three cakes. Each cake is the same size. He cuts the first cake into 8 equal pieces, the second cake into 6 equal pieces, and the third cake into 8 equal pieces as shown. The shaded parts represent the pieces that are eaten from each cake.
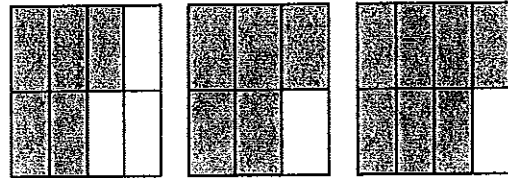
Which number sentence about the shaded parts of the diagram is true?

A. $\frac{5}{6} = \frac{5}{8}$

C. $\frac{5}{8} < \frac{5}{6}$

B. $\frac{5}{8} > \frac{7}{8}$

D. $\frac{7}{8} < \frac{5}{8}$

4. Jackie, Erica, and Zana each order a small pizza. Jackie eats $\frac{3}{6}$ of her pizza. Erica eats $\frac{3}{8}$ of her pizza, and Zana eats $\frac{3}{4}$ of her pizza. Which statement is true?

A. Jackie eats more pizza than Zana.

B. Zana eats more pizza than Erica.

C. The three girls all eat equal amounts of pizza.

D. Erica eats more pizza than Jackie.

5. Juanita writes number sentences to compare fractions. She makes a mistake in one of her comparisons. Which statement is **not** true?

A. $\frac{3}{8} < \frac{5}{8}$

C. $\frac{2}{3} > \frac{2}{4}$

B. $\frac{4}{6} > \frac{4}{8}$

D. $\frac{3}{6} = \frac{1}{6}$

1. The school bus leaves the school each afternoon at the time shown on this clock.
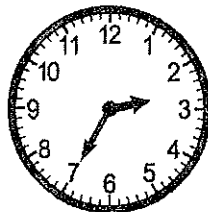

What time does the school bus leave the school?

A. 3:07 p.m.　　　**C.** 1:15 p.m.

B. 3:05 p.m.　　　**D.** 1:03 p.m.

2. Which is *not* a way to read the time shown on this clock?

A. eight thirty-three

B. 8:33

C. six forty-two

D. twenty-seven minutes before nine

3. Celia meets her friend at the pool at 2:35 p.m. They get in the hot tub for 17 minutes before getting in the pool. What time do Celia and her friends get in the pool?

A. 2:57 p.m.　　　**C.** 2:42 p.m.

B. 2:52 p.m.　　　**D.** 2:18 p.m.

4. The Fernandez family finished eating dinner at the time shown on this clock. It took them a quarter hour to eat.

What time did they begin eating dinner?

A. 6:00 p.m.　　　**C.** 6:10 p.m.

B. 6:05 p.m.　　　**D.** 6:40 p.m.

5. Felicia arrived at the mall at 10:15 a.m. She tried on shoes for a half hour.
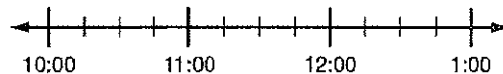
What time did Felicia finish trying on shoes?

A. 10:20 a.m.　　　**C.** 10:35 a.m.

B. 10:30 a.m.　　　**D.** 10:45 a.m.

6. Mark began reading his library book at 4:09 p.m. He read until 4:45 p.m. How many minutes did Mark read his library book?

A. 54 min

B. 46 min

C. 44 min

D. 36 min

Concept Practice

1. Ed and his father traveled by plane to Mexico City. They arrived at the airport at 8:20 a.m. It took 10 minutes to check in and 15 minutes to go through security. They waited at the gate for 10 minutes before they boarded the plane.

8:15   8:30   8:45   9:00   9:15   9:30   9:45
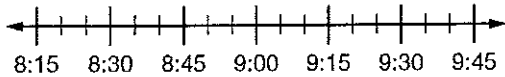
What time did Ed and his father board the plane?

A. 8:40 a.m.   **C.** 8:50 a.m.

B. 8:45 a.m.   **D.** 8:55 a.m.

2. Which does **not** show a way to read the time shown on this clock?

A. fifty-seven minutes past nine

B. fifty-seven minutes past ten

C. 9:57

D. three minutes before ten

3. Jacob begins cleaning his room at 5:15 p.m. He picks up toys for 10 minutes, then he dusts the furniture. He finishes dusting at 5:44 p.m. How many minutes does Jacob spend dusting the furniture?

A. 19 min   **C.** 29 min

B. 20 min   **D.** 39 min

4. Astrid goes to bed at 9:30 p.m. each school night. On Saturday nights, her parents allow her to stay up an extra 25 minutes.

What is Astrid's bedtime on Saturday night?

A. 9:55 p.m.   **C.** 9:35 p.m.

B. 9:45 p.m.   **D.** 9:05 p.m.

5. Morgan completes a reading assignment at the time shown on the clock.
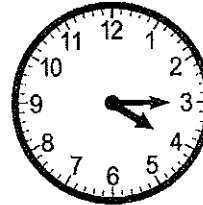
Morgan read for 10 minutes today. What time did she begin reading?

A. 3:05 p.m.   **C.** 4:05 p.m.

B. 3:10 p.m.   **D.** 4:10 p.m.

6. Ingrid woke up at 7:00 a.m. She spent 25 minutes taking a bath and getting dressed. She took 15 minutes to eat breakfast. She took another 10 minutes walking to school.

6:45   7:00   7:15   7:30   7:45   8:00
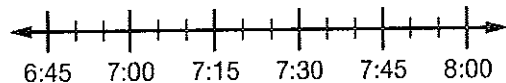
What time did Ingrid arrive at school?

A. 7:40 a.m.   **C.** 7:50 a.m.

B. 7:45 a.m.   **D.** 7:55 a.m.

1. Which is a reasonable estimate for the length of an unsharpened pencil?

A. 10 yards
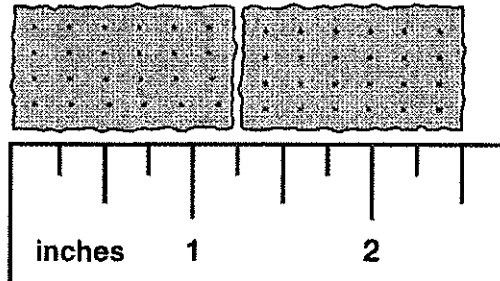
B. 8 inches

C. 2 feet

D. 1 yard

2. Tanner's boat is 46 feet long. Tanner's boat is 18 feet shorter than Hank's boat. How many feet long is Hank's boat?

A. 64 ft

B. 28 ft

C. 22 ft

D. 26 ft

3. Tricia has 32 yards of fabric. She uses the fabric to make capes for the school play. Each cape requires 4 yards of fabric. How many capes can Tricia make with the fabric?

A. 4 capes

B. 6 capes

C. 8 capes

D. 9 capes

4. A day care center gives its students two crackers at snack time as shown in the diagram.

How many inches long is each cracker?

A. $1\frac{1}{4}$ in   **C.** $3\frac{1}{4}$ in

B. $1\frac{3}{4}$ in   **D.** $3\frac{1}{2}$ in

5. William wants to build a display case for his model car collection. He uses a tape measure to measure the length, in inches, of the longest model.
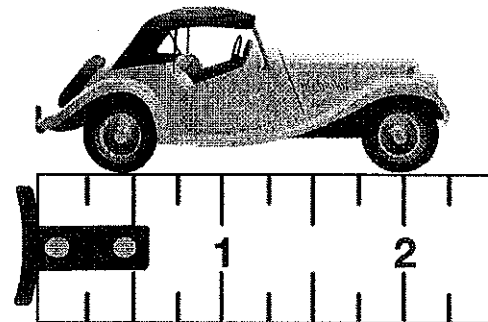
The display case will be divided into identical rectangular sections that each hold one model car. Which is the **best** choice for the length of each section in William's display case?

A. $1\frac{1}{2}$ in   **C.** $3\frac{1}{4}$ in

B. $1\frac{3}{4}$ in   **D.** $2\frac{1}{2}$ in

1. Kim needs to hammer a nail through a board that measures $1\frac{1}{4}$ inches thick.

The nail needs to go completely through the board and into the wall. Which is the **best** nail for Kim to use?

A.

| inches | 1 | 2 |

B.

| inches | 1 | 2 |

C.

| inches | 1 | 2 |

D.

| inches | 1 | 2 |
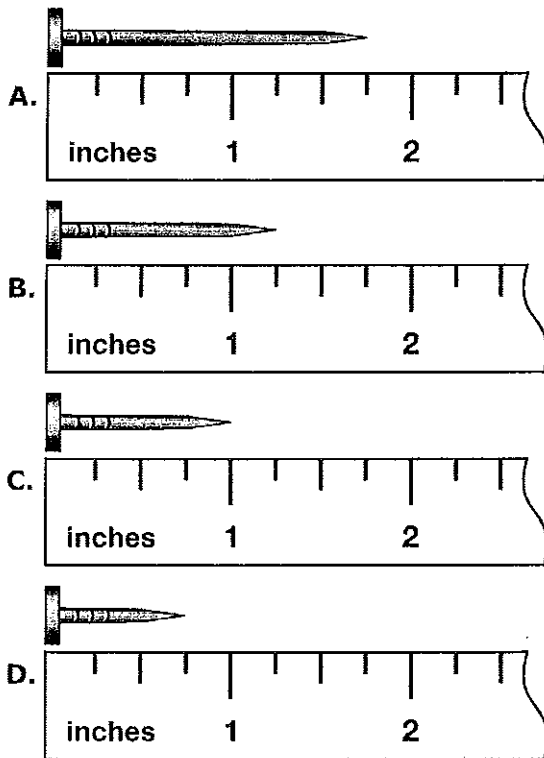
2. Ms. Tutt's class makes a paper chain 35 feet long. Mr. Sperry's class makes a paper chain 51 feet long. What is the difference in the lengths of the two paper chains?

A. 86 ft

B. 26 ft

C. 16 ft

D. 15 ft

3. Molly wants to display her grandfather's pocket watch under a glass dome.
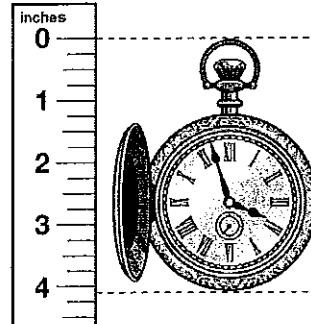
not drawn to scale

If the watch is to fit completely under the dome, which could be the height of the glass dome?

A. $2\frac{3}{4}$ in

B. $3\frac{1}{4}$ in

C. 4 in

D. $4\frac{1}{4}$ in

4. Which is a reasonable estimate for the length of a cell phone?

A. 1 inch

B. 3 inches

C. 5 inches

D. 10 inches

5. Ronnie swims across a pool. This distance is 9 yards. To warm up, he swims this distance 8 times. How many yards does Ronnie swim?

A. 56 yards

B. 62 yards

C. 68 yards

D. 72 yards

1. Which item most likely has a weight of 5 ounces?

A.

B.

C.

D.

2. Ms. Jacobi uses a soup ladle to serve chicken noodle soup.
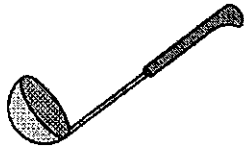
About how much liquid does a soup ladle hold?

A. 1 gallon   C. 1 pint

B. 1 quart   D. 1 cup

3. Four students sign up to bring juice to the third-grade party. The teacher tells the students they need to bring a total of 36 quarts. How many quarts of juice will each student bring if they all bring the same amount?

A. 8 qt   C. 32 qt

B. 9 qt   D. 40 qt

4. Mrs. Lee wants to use Bug-B-Gone to keep insects off her peach trees. The directions say to use 5 gallons on each acre of trees. Mrs. Lee's peach orchard covers 8 acres of land. How many gallons of Bug-B-Gone does Mrs. Lee need to buy?

A. 3 gal

B. 13 gal

C. 35 gal

D. 40 gal

5. Mr. Dillard's students compare the weights of their pets. Samuel's Great Dane weighs 123 pounds, while William's Siamese cat weighs 8 pounds. Mona has a poodle that weighs 49 pounds. How many more pounds does the Great Dane weigh than the poodle?

A. 172 lb

B. 86 lb

C. 74 lb

D. 41 lb

6. Mrs. Wright buys 2 cups of frozen yogurt. The yogurt cost 50 cents per ounce. One cup of yogurt weighs 9 ounces while the second cup of yogurt weighs 7 ounces. What is the combined weight of both cups of yogurt?

A. 2 oz

B. 16 oz

C. 63 oz

D. 66 oz

1. Rosa measures an object's weight in ounces. She records a weight of 9 ounces. Which object's weight is Rosa most likely recording?

   A. a paper clip

   B. her baby brother

   C. a laptop computer

   D. a grapefruit

2. Mrs. Jackson sets a goal to lose 20 pounds in 4 months. Which is the **best** estimate of the number of pounds Mrs. Jackson should plan to lose each month?

   A. 5 lb

   B. 16 lb

   C. 20 lb

   D. 24 lb

3. Mr. Denby completely filled a small pool with water. The total capacity of the pool was 225 gallons. After his children played in the pool, Mr. Denby had to add 68 gallons to refill the pool.
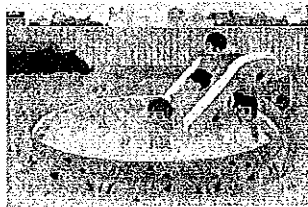
   How much water remained in the pool before he refilled it?

   A. 293 gallons   **C.** 157 gallons

   B. 167 gallons   **D.** 143 gallons

4. Mr. Magee fills a thermos with 16 cups of coffee. His coffee mug holds 2 cups of coffee. How many mugs of coffee can Mr. Magee completely fill with his thermos?

   A. 7

   B. 8

   C. 14

   D. 18

5. Which is the **best** estimate of the capacity of a baby bottle?

   A. 80 pints

   B. 2 quarts

   C. 1 gallon

   D. 1 cup

6. Mariah pours a solution on her 4 flower beds to help the flowers grow. She uses 6 cups of the solution on each bed. How many total cups of the solution does Mariah use?
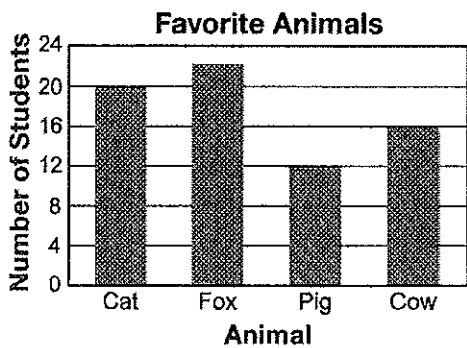
   A. 2 cups

   B. 10 cups

   C. 24 cups

   D. 28 cups

Instruction

Concept Application

1. The bar graph shows the numbers of books read by four students.

Books Read
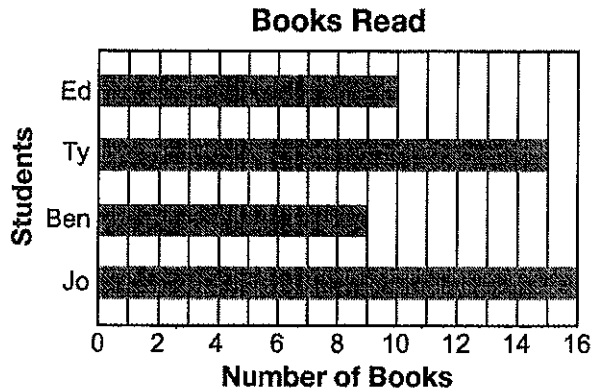
How many more books did Jo read than Ben?

A. 2   **C.** 7

B. 6   **D.** 8

2. The third graders at an elementary school voted for their favorite animals. The graph shows the number of students who voted for each animal.
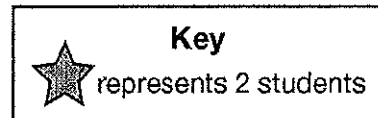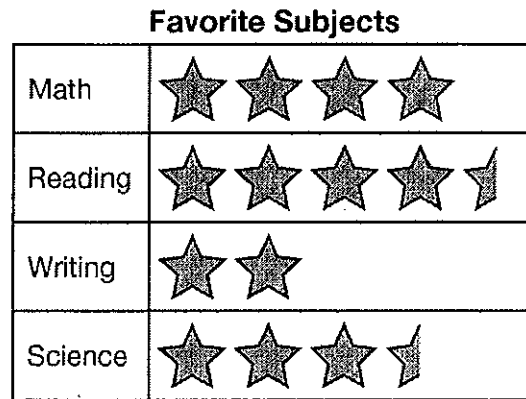
Favorite Animals

How many more students voted for foxes than for cows?

A. 38

B. 10

C. 6

D. 2

Use this graph to answer questions 3–5.

The picture graph shows the favorite subjects of the students in Mrs. Knight's class.

Favorite Subjects

Math	★ ★ ★ ★
Reading	★ ★ ★ ★ ⯪
Writing	★ ★
Science	★ ★ ★ ⯪

| **Key** |
| ★ represents 2 students |

3. What does ⯪ represent on this graph?

A. $\frac{1}{2}$ student   **C.** 2 students

B. 1 student   **D.** 3 students

4. How many students chose math or science as their favorite subject?

A. 17   **C.** 15

B. 16   **D.** 14

5. Based on the graph, which statement about Mrs. Knight's class is true?

A. More students like writing than math.

B. Four students chose math as their favorite subject.

C. Each star on the graph represents 4 students.

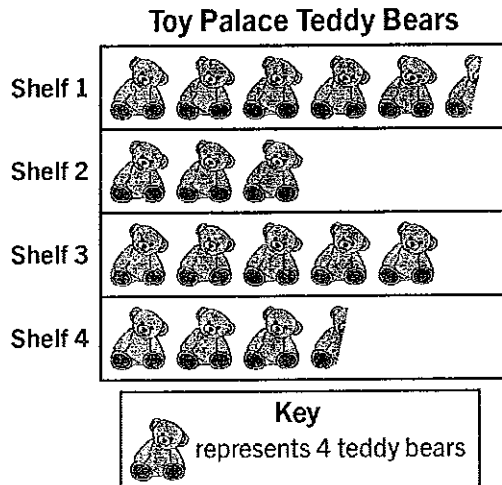**D.** 24 students did *not* choose writing as their favorite subject.

Concept Practice

1. The Toy Palace has four shelves of teddy bears. The picture graph shows how many teddy bears are on each shelf.

Toy Palace Teddy Bears

Shelf 1	🧸🧸🧸🧸🧸🧸
Shelf 2	🧸🧸🧸
Shelf 3	🧸🧸🧸🧸🧸
Shelf 4	🧸🧸🧸🧸

Key
🧸 represents 4 teddy bears

How many teddy bears does the Toy Palace have on Shelf 1 and Shelf 3 together?

A. 11   **C.** 42

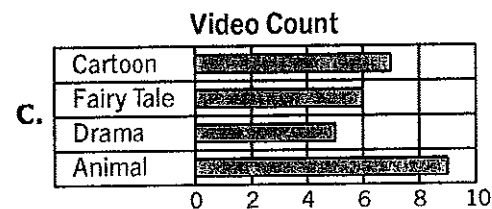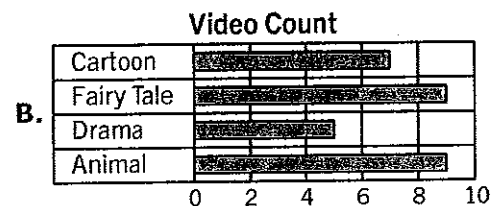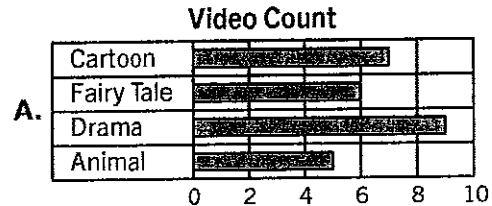**B.** 21   **D.** 44

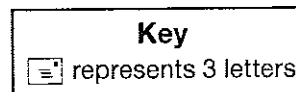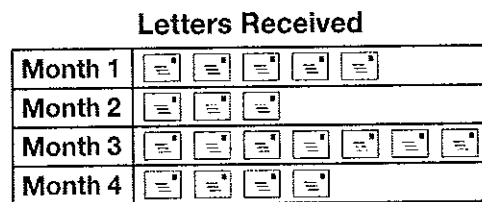**2.** The bar graph shows how many minutes Andrea and Mitchell spent walking their dogs on two days last week.

Walking the Dogs
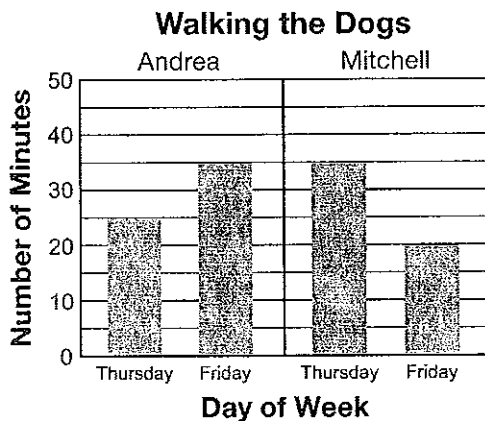
On Friday, how many fewer minutes did Mitchell walk his dog than Andrea?

A. 15 min   **C.** 30 min

B. 20 min   **D.** 35 min

3. Luis counts his videos. He has 7 cartoons, 6 fairy tales, 5 dramas, and 9 animal movies. Which bar graph correctly shows this information?

A.
Video Count

Cartoon	
Fairy Tale	
Drama	
Animal	

0 2 4 6 8 10

B.
Video Count

Cartoon	
Fairy Tale	
Drama	
Animal	

0 2 4 6 8 10

C.
Video Count

Cartoon	
Fairy Tale	
Drama	
Animal	

0 2 4 6 8 10

D.
Video Count

Cartoon	
Fairy Tale	
Drama	
Animal	

0 2 4 6 8 10
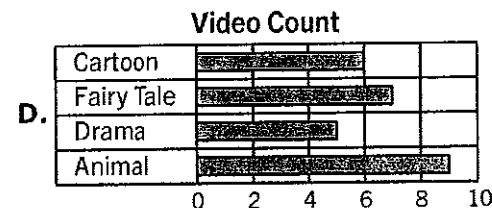
4. Jen's class made a graph of the number of letters they received each month from their pen pals. How many total letters did the class receive during Months 1 and 4?

Letters Received

Month 1	✉ ✉ ✉ ✉ ✉
Month 2	✉ ✉ ✉
Month 3	✉ ✉ ✉ ✉ ✉ ✉ ✉
Month 4	✉ ✉ ✉ ✉

Key
✉ represents 3 letters

A. 30   **C.** 18

B. 27   **D.** 9