Summersill Elementary Summer Packet

Rising 5th Grader

Name: _____

Summer 2023

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

EXCITING *VIRTUAL* FIELD TRIPS

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

What is SOCIAL EMOTIONAL LEARNING?

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

DID YOU KNOW?

- Research shows that SEL programming improves academic performance.
- SEL can decrease the likelihood of living in or being on a waiting list for public housing, receiving public assistance, having any involvement with police before adulthood, and ever spending time in a detention facility.
- SEL can improve students' behavior in the classroom and decrease their risk for experiencing depression and other mental health disorders.
- SEL can give students the social skills they need to excel both in the school environment and the workplace.

SOCIAL EMOTIONAL LEARNING
BINGO CHALLENGE BOARD

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

SOCIAL EMOTIONAL LEARNING BINGO IDEAS

SELF-AWARENESS

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

SELF-MANAGEMENT

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

SOCIAL AWARENESS

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

RELATIONSHIP SKILLS

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

RESPONSIBLE DECISION MAKING

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

QUESTIONS TO HELP YOUR CHILD TALK ABOUT SOCIAL EMOTIONAL LEARNING

Self-Awareness:

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

Self-Management

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

Social-Awareness:

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

Relationship Skills:

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

Responsible Decision Making:

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

SOCIAL EMOTIONAL LEARNING BOOK IDEAS

SELF-AWARENESS

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

SELF-MANAGEMENT

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

SOCIAL AWARENESS

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

RELATIONSHIP SKILLS

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

RESPONSIBLE DECISION MAKING

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

ELECTRONIC RESOURCES TO ENCOURAGE SOCIAL EMOTIONAL LEARNING

Websites With Activities To Use For Kids:

www.wedolisten.com
www.thenedshow.com
www.emotionalabcs.com
www.randomactsofkindness.org
www.goodcharacter.com

Parent Resource Websites:

www.loveandlogic.com
www.additudemag.com
www.consciousdiscipline.com
www.confidentparentsconfidentkids.org
www.parenttoolkit.com

YouTube Channels:

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

Apps:

Calming Bottle
Breathe, Think, Do With Sesame
Breathe2Relax
Calm
Mindful Powers

DOLCH Sight-Word Lists

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

List Two

always
around
because
been
before
best
both
buy
call
cold
does
don't
fast
first
five
found
gave
goes
green
its
made
many
off
or
pull
read
right
sing
sit
sleep
tell
their
these
those
upon
us
use
very
wash
which
why
wish
work
would
write
your

List Three

about
better
bring
carry
clean
cut
done
draw
drink
eight
fall
far
full
got
grow
hold
hot
hurt
if
keep
kind
laugh
light
long
much
myself
never
only
own
pick
seven
shall
show
six
small
start
ten
today
together
try
warm

Nouns

apple
baby
back
ball
bear
bed
bell
bird
birthday
boat
box
boy
bread
brother
cake
car
cat
chair
chicken
children
Christmas
coat
corn
cow
day
dog
doll
door
duck
egg
eye
farm
farmer
father
feet
fire
fish
floor
flower
game
garden
girl
goodbye
grass
ground
hand
head
hill
home
horse
house
kitty
leg
letter
man
men
milk
money
morning
mother
name
nest
night
paper
party
picture
pig
rabbit
rain
ring
robin
Santa Claus
school
seed
sheep
shoe
sister
snow
song
squirrel
stick
street
sun
table
thing
time
top
toy
tree
watch
water
way
wind
window
wood

NAME: _____ **PP.1** ACTIVITY PAGE

DATE: _____

Stickeen: The Story of a Dog

John Muir (1838–1914) was a naturalist and early environmentalist, who argued for preserving vast areas of American wilderness. He was one of the first European-Americans to explore Alaska, and it was during one of these excursions that he met Stickeen, the dog about whom he wrote this personal narrative.

During Muir's lifetime, many people referred to Native Americans as Indians. Although today some people consider the term "Indians" disrespectful to Native Americans, Muir does not mean disrespect when he uses the term. Because his narrative is a true first-person account written in a different time, he uses the language of the time.

***Stickeen* by John Muir**

In the summer of 1880 I set out from Fort Wrangel in a canoe to continue the exploration of the icy region of southeastern Alaska, begun in the fall of 1879. After the necessary **provisions**, blankets, etc., had been collected and stowed away, and my Indian crew were in their places ready to start, while a crowd of their relatives and friends on the wharf were bidding them good-bye and good-luck, my companion, the Rev. S.H. Young, for whom we were waiting, at last came aboard, followed by a little black dog, that immediately made himself at home by curling up in a hollow among the baggage. I like dogs, but this one seemed so small and worthless that I objected to his going, and asked the **missionary** why he was taking him.

"Such a little helpless creature will only be in the way," I said; "you had better pass him up to the Indian boys on the wharf, to be taken home to play with the children. This trip is not likely to be good for toy-dogs. The poor silly thing will be in rain and snow for weeks or months, and will require care like a baby."

But his master assured me that he would be no trouble at all; that he was a perfect wonder of a dog, could endure cold and hunger like a bear, swim like a seal, and was **wondrous** wise and cunning, etc., making out a list of **virtues** to show he might be the most interesting member of the party.

Nobody could hope to unravel the lines of his ancestry. In all the wonderfully mixed and varied dog-tribe I never saw any creature very much like him, though in some of his sly, soft, gliding motions and gestures he brought the fox to mind. He was short-legged and bunchy-bodied, and his hair, though smooth, was long and silky and slightly waved, so that when the wind was at his back it ruffled, making him look shaggy. At first sight his only noticeable feature was his fine tail, which was about as airy and shady as a squirrel's, and was carried curling forward almost to his nose. On closer inspection you might notice his thin sensitive ears, and sharp eyes with cunning tan-spots above them. Mr. Young told me that when the little fellow was a pup about the size of a woodrat he was presented to his wife by an Irish **prospector** at Sitka, and that on his arrival at Fort Wrangel he was adopted with enthusiasm by the Stickeen Indians as a sort of new good-luck totem, was named "Stickeen" for the tribe, and became a universal favorite; petted, protected, and admired wherever he went, and regarded as a mysterious fountain of wisdom.

On our trip he soon proved himself a queer character—odd, concealed, independent, keeping invincibly quiet, and doing many little puzzling things that piqued my curiosity. As we sailed week after week through the long **intricate** channels and inlets among the innumerable islands and mountains of the coast, he spent most of the dull days in **sluggish** ease, motionless, and apparently as unobserving as if in deep sleep. But I discovered that somehow he always knew what was going on. When the Indians were about to hunt for dinner, or when anything along the shore was exciting our attention, he would rest his chin on the edge of the canoe and calmly look out like a dreamy-eyed tourist. And when he heard us talking about making a landing, he immediately **roused** himself to see what sort of a place we were coming to, and made ready to jump overboard and swim ashore as soon as the canoe neared the beach. Then, with a **vigorous** shake to get rid of the brine in his hair, he ran into the woods to hunt small game.

But though always the first out of the canoe, he was always the last to get into it. When we were ready to start he could never be found, and refused to come to our call. We soon found out, however, that though we could not see him at such times, he saw us, and from the cover of the briers and huckleberry bushes in the **fringe** of the woods was watching the canoe with **wary** eye. For as soon as we were fairly off he came trotting down the beach, plunged into the surf, and swam after us, knowing well that we would cease rowing and take him in. When the **contrary** little **vagabond** came alongside, he was lifted by the neck, held at arm's length a moment to drip, and dropped aboard. We tried to cure him of this trick by **compelling** him to swim a long way, as if we had a mind to abandon him; but this did no good: the longer the swim the better he seemed to like it.

Though capable of great **idleness**, he never failed to be ready for all sorts of adventures and excursions. One pitch-dark rainy night we landed about ten o'clock at the mouth of a salmon stream when the water was **phosphorescent**. The salmon were running, and the myriad fins of the onrushing multitude were churning all the stream into a silvery glow, wonderfully beautiful and impressive in the **ebon** darkness. To get a good view of the show I set out with one of the Indians and sailed up through the midst of it to the foot of a rapid about half a mile from camp, where the swift current dashing over rocks made the **luminous** glow most glorious. Happening to look back down the stream, while the Indian was catching a few of the struggling fish, I saw a long spreading fan of light like the tail of a comet, which we thought must be made by some big strange animal that was pursuing us. On it came with its magnificent train, until we imagined we could see the monster's head and eyes; but it was only Stickeen, who, finding I had left the camp, came swimming after me to see what was up.

When we camped early, the best hunter of the crew usually went to the woods for a deer, and Stickeen was sure to be at his heels, provided I had not gone out. For, strange to say, he always followed me, forsaking the hunter and even his master to share my wanderings. The days that were too stormy for sailing I spent in the woods, or on the adjacent mountains, wherever my studies called me; and Stickeen always insisted on going with me, however wild the weather, gliding like a fox through dripping huckleberry bushes and thorny tangles of panax and rubus, scarce stirring their rain-laden leaves; wading and wallowing through snow, swimming icy streams, skipping over logs and rocks and the crevasses of glaciers with the patience and **endurance** of a determined **mountaineer**, never tiring or getting discouraged. Once he followed me over a glacier the surface of which was so crusty and rough that it cut his feet until every step was marked with blood; but he trotted on with Indian fortitude until I noticed his red track, and, taking pity on him, made him a set of moccasins out of a handkerchief. However great his troubles he never asked help or made any complaint, as if, like a philosopher, he had learned that without hard work and suffering there could be no pleasure worth having.

NAME: _____

DATE: _____

Core Vocabulary for *Stickeen* by John Muir

1. **provisions, n.** supplies
2. **missionary, n.** a person trying to spread a particular religion
3. **wondrous, adv.** extremely
4. **virtues, n.** good qualities
5. **prospector, n.** a person searching for a valuable metal or mineral
6. **intricate, adj.** complicated
7. **sluggish, adj.** lazy
8. **roused, v.** became alert
9. **vigorous, adj.** energetic
10. **fringe, n.** edge
11. **wary, adj.** watchful
12. **contrary, adj.** difficult; stubborn
13. **vagabond, n.** wanderer
14. **compelling, v.** forcing
15. **idleness, n.** laziness
16. **phosphorescent, adj.** giving off or reflecting light
17. **ebon, adj.** black
18. **luminous, adj.** illuminated
19. **endurance, n.** the ability to last a long time
20. **mountaineer, n.** mountain climber

NAME: _____ **PP.2** ACTIVITY PAGE

DATE: _____

Questions and Writing on *Stickeen* by John Muir.

1. What was John Muir's first impression of Stickeen?

_____

_____

_____

2. Find a quote from the text to support your answer to question 1.

_____

_____

_____

_____

_____

_____

3. Quote two examples of similes in the third paragraph.

_____

_____

4. Do these similes confirm John Muir's first expression of Stickeen? Why or why not?

5. How did Stickeen get his name?

6. Why was Stickeen always the last to board the canoe after exploring an island?

7. Identify at least two similes in the last paragraph of the narrative.

NAME: _____

DATE: _____

PP.2 CONTINUED

ACTIVITY PAGE

8. In many ways, Muir describes Stickeen as though the dog were human. What character traits would you assign to Stickeen? In the first column below, list at least three character traits you would assign to Stickeen. In the second column, support the trait with a quote from the text.

Character Trait	**Evidence from the Text**

9. Write about a real animal (not a cartoon or fictional animal) you have known or observed that seems to have human qualities. Be sure your narrative includes the character traits the animal seems to have and the actions that make you assign those traits to the animal.

Consider writing about:

- your pet
- a friend or family member's pet
- an animal you observed at a zoo or circus
- an animal you observed in nature
- an animal you observed on a nature show on television

NAME: _____

DATE: _____

PP.2 CONTINUED

ACTIVITY PAGE

10. At the end of Muir's narrative, he compares Stickeen to a philosopher who had learned that "without hard work and suffering there could be no pleasure worth having." Do you agree that no pleasure is worth having without hard work and suffering? Write a personal narrative explaining why or why not. Include a personal experience that backs up your opinion.

NAME: _____ **PP.1** ACTIVITY PAGE

DATE: _____

One Boy's Experience

On April 18, 1906 at 5:12 in the morning an earthquake struck northern California. The quake itself was devastating, killing hundreds of people, but the worst was yet to come. As a result of the earthquake, dozens of gas lines ruptured in San Francisco, causing over thirty fires that killed thousands more and left hundreds of thousands homeless. In an attempt to keep the fire from spreading from one building to the next, fire fighters and the military blew up hundreds of city blocks with dynamite. Within a few days, the disaster destroyed over 80 percent of San Francisco, then the ninth largest city in the country.

In July of 1906, Lloyd Head, a boy who survived the earthquake, published the following personal narrative in the newsletter of his Boys Club.

One Boy's Experience by Lloyd Head

It was between five and half-past five Wednesday morning the **tremblor** came: backwards, forwards, sidewards it shook, making things dance on the **bureau** as if they were alive, while the dishes in the **pantry** and the china closet rattled about at a great rate. I guess no one had time to think what had happened, at least I didn't. I just held on to the side of the bed to keep from falling out and ducked my head in the pillow, for I was so scared I couldn't even yell. When the shaking had somewhat subsided I jumped up and ran into my mother's room where my father and mother and my small sister slept. My father didn't seem scared very much but I guess he was, all the same, and so were all of us except the baby; she just sat up in bed and didn't even cry, but I'll bet she thought it was kind of funny whenever we heard a rumble we all piled down into the back yard as fast as we could.

When we went upstairs again we looked in the pantry—what a scene! broken cups, saucers, plates; on the floor, in the sink and everywhere. It was the same way in the parlor where some of our vases had broken. At first we thought that a number of things had been broken but we soon found out that we had come off very lucky for the things that had broken had gone into so many pieces that it looked more than it really was. When we had cleaned up the broken **crockery** and **bric-a-brac** and eaten

some sandwiches that my oldest sister had been going to take to a picnic with her that day, we all felt better and went to the window to look out.

People lined the sidewalks and everything was confusion. Looking up the street we could see where a large plate glass window had been broken in a store at the corner and when we looked away down town to see where the City Hall was you could see right through it. A fire was blazing further downtown and rumors were spread around that the **Cliff House** had fallen into the water and that certain cities along the coast were under water.

Nobody knew what to do and everybody seemed rattled. The fire was rapidly increasing and at intervals slight earthquakes would cause small sized panics. People would rush to the middle of the street between the car tracks and stay there quite a while after the shock had passed away. We had stayed in the house and ran down stairs at every slight shock and we soon got tired of that so my mother and sister sewed some sacks together and my father and I made a tent in the back yard and began a camp there; we made a brick fireplace in the yard by digging a hole in the dirt and placing bricks around it, leaving a place for a draft and then put a piece of tin over the bricks for a stove top. My mother then went after some stuff to eat so that we wouldn't be without something if we had to go up to the hills to get away from the fire. By this time it was gaining **headway** and cinders from the fire came floating down on us until there was a thin layer of them all over the yard.

The sun shone blood-red through a thick haze of smoke and people began coming in a steady stream from the district near the fire. Some carried all they had saved in little carts or wagons which had before been only playthings. Hatless, coatless, mothers and fathers, with children all packing something **trudged** on in the direction of the hills. Night came and my father and two sisters and I slept until morning in our tent. My mother stayed up all night watching the fire with my aunt, mother and grandmother who had come over to stay with us and had brought ample **provisions** for two or three days. Our little brick stove now came in handy for we cooked all our food on it and if it had not been for the circumstances under which

it occurred I believe we should all have enjoyed our camping out; but as it was it was anything but pleasant. There was no water and the noise of buildings being blown up continually startled us.

We went home and for two or three days after the fire we had not much to do but get provisions, cook (now out in the street for there were no more fires allowed in back yards), sleep and eat. The people seemed to take this all in good humor and when you walk around you see the most comical names on some of the camps: such names as Camp Thankful, Camp Grateful, etc.

Core Vocabulary for "One Boy's Experience" by Lloyd Head

1. **tremblor, n.** earthquake
2. **bureau, n.** chest of drawers
3. **pantry, n.** a room or closet for storing food
4. **crockery, n.** dishes
5. **bric a brac, n.** small decorative items
6. **Cliff House, n.** a San Francisco restaurant perched on a cliff overlooking the Pacific Ocean
7. **headway, n.** progress; momentum
8. **trudged, v.** walked wearily
9. **provisions, n.** supplies

NAME: _____ **PP.2** ACTIVITY PAGE

DATE: _____

Reading Questions

Read "One Boy's Experience" by Lloyd Head and answer the questions below.

1. Look for an example of personification in the first paragraph and answer the following questions.

   A. Copy a quote from the text that demonstrates personification:

   _____

   _____

   _____

   B. What non-human thing is personified?

   _____

   C. What human quality or action does the author use to describe the thing?

   _____

   _____

   _____

2. Head writes that "when we looked away down town to see where the City Hall was you could see right through it." What do you think he means? Why was he able to see through City Hall?

   _____

   _____

   _____

3. Why did people rush out of their homes and into the middle of the street at every "slight earthquake" and "slight shock"?

4. Head writes that refugees from the fire transported "all they had saved in little carts or wagons which had before been only playthings." Why do you think he includes this detail? What does it show about the situation in San Francisco?

5. Write a personal narrative describing a time you and your friends or family worked together in the face of a difficult situation.

NAME: _____

DATE: _____

PP.2 CONTINUED

ACTIVITY PAGE

The Venus Fly Trap: Carnivore of the Carolinas

Insects and spiders of North and South Carolina better beware of a most unusual meat-eater who just might have them on the lunch menu for the day. We're not talking about frogs or lizards, but the Venus Fly Trap, a rather small plant which traps and consumes those small creatures for its own survival.

How Does It Work?

The Venus Fly Trap contains a series of 4-7 leaves which are arranged in a circular fashion and serve as the site of capture for prey. The inner portion of the dual leaf is rosy red in color, which just happens to be nature's way of attracting potential food. "Trigger hairs" are located around the perimeter of the two leaves, and if these particular hairs are bent with enough force, they close around the prey like two locking jaws! This feisty plant then uses its own juices to eat its meal.

Fortunately for some, not every creature caught by this living trap ends up as plant food. The Fly Trap is finicky and doesn't waste time and energy on the tiniest of creatures. Nature has provided "escape windows" between the trigger hairs so the extremely small can wiggle free.

Where Can I Find One?

4 If you're searching for a Fly Trap in its natural environment, you'll have to visit a small area in the Carolinas. The Venus Fly Trap is indigenous to the swampy areas of North and South Carolina near the city of Wilmington, N.C. Don't plan on taking one home with you because they have become endangered, and removing one is against the law.

5 If you are interested in owning one of these exotic plants, you will need to visit a plant nursery or order online. It will be important for the health of the plant for you to do some research on how to provide proper care.

What Do I Need to Know?

6 Here are some tips to keep in mind when caring for a Venus Fly Trap:

- Give your plant lots of sunshine.
- Use rainwater or distilled water.
- Fertilizer is not needed.
- The best soil is a mixture of 70% moss and 30% soil.
- Expect a calm season from November through March when this little meat-eater isn't very active.

Enjoy your pet carnivore, and remember to put up a "Beware of Plant" sign for the insects and spiders!

1. Which resource would *most likely* give you more information about the Venus Fly Trap?

   A. a dictionary

   B. a garden advertisement

   C. a newspaper article

   D. a website on the Venus Fly Trap

2. What is the purpose of organizing the selection in subheadings?

   A. to define some of the words

   B. to help the reader finish the selection

   C. to encourage the reader to read the selection again

   D. to give the reader an idea of the content in each section

3. In the third paragraph, what is another meaning for the word *finicky*?

   A. careful

   B. difficult

   C. picky

   D. thoughtful

4. What generalization does the author *probably* want you to make about insects and spiders?

   A. They are food for the Venus Fly Trap.

   B. They are on the endangered list.

   C. They can escape the Venus Fly Trap.

   D. They hide in its leaves.

5. Why is this selection an example of the nonfiction genre?

   A. It provides accurate facts.

   B. It tells a story.

   C. It uses rhyming words.

   D. It was written long ago.

6. According to the selection, which statement about the Venus Fly Trap is true?

   A. The Venus Fly Trap can be removed from its natural environment.

   B. The Venus Fly Trap does not eat the tiny insects.

   C. The Venus Fly Trap is a beautiful violet plant.

   D. The Venus Fly Trap uses sunlight as its food.

7. Why did the author write this selection?

   A. to entertain the reader with the description of the Venus Fly Trap

   B. to inform the reader of Venus Fly Trap facts

   C. to persuade the reader to purchase a Venus Fly Trap

   D. to share the dangers of the Venus Fly Trap

Changing the Face of the Earth

There are strong forces in nature that have the power to change the surface of the earth. These forces cause weathering and erosion and can make mountains crumble and reshape the earth's landscape.

Weathering is when rocks on the surface are broken into smaller pieces. Weathering can lead to erosion, which is when pieces of rock are moved to other places. There are four major forces that cause weathering and erosion–wind, water, ice, and acid.

Wind

Strong winds can blow against rocks and dirt on mountains or canyons and break off chunks of rock. After many years, larger rocks can be broken into smaller ones. A boulder can even disappear over time when the wind continues to break off pieces. Many mountains and canyons look very different today than they did thousands of years ago. The strength of the winds changed the appearance of the rocks.

Ice

Ice is another force that has the power to change the land. In very cold places, sheets of ice, called glaciers, form and glide slowly over the land. As they move, the glaciers knock down the landscape in their way like trees and rocks. The movement of the glaciers over the land causes rocks and earth to be picked up and moved. Over thousands of years, a glacier can change the way the land looks. It can take the sides off of mountains and can form U-shaped valleys between mountains.

Water

Water can move land, rocks, and trees. When a river floods, the force of the water's movement can take down trees. It can also catch rocks, logs, and plants and move them downstream. Ocean waves can break off rocks on the shore. These waves change the shape of the coastline. They can make a beach narrower as the rocks break off into the water. Water also breaks apart very large rocks. Water from rain or flash floods can flow into cracks in the rocks. When the weather gets colder, the water freezes and takes up more space, forcing the crack to become larger. This larger crack often causes a rock to fall apart. The smaller pieces are then washed away and end up somewhere else.

Acid

Acid is another force in nature that can change the surface of rocks. This happens mostly in underground caves. Water mixes with chemicals in the ground and in the air. These chemicals help form acids that can eat away at rocks over time. As water flows into spaces underground, the acids in the water help form gaps, tunnels, and rock formations.

Wind, ice, water, and acid are powerful forces that cause weathering and erosion. These forces can be so severe that they significantly change the earth's landscape forever.

8. Which is the *best* summary of the text?

A. Acid eats away at rocks over time and creates gaps that cause the landscape to change.

B. Many mountains look different today than they did years ago.

C. There are four forces that cause weathering and erosion and cause the landscape to change.

D. Erosion is the movement of rocks to other places.

9. Which detail from the text *best* supports the author's point that water is a force that causes weathering?

A. The strength of the winds changed the appearance of the rocks.

B. As they move, the glaciers knock down the landscape in their way like trees and rocks.

C. Ocean waves can break off rocks on the shore.

D. These chemicals help form acids that can eat away at rocks over time.

10. Which question will the reader be able to answer after reading the text?

A. How does acid get in the ground?

B. Why are river floods so forceful?

C. Where are you likely to see weathering caused by wind?

D. How does a glacier change the landscape?

11. How do the photographs help the reader understand the text?

A. They help the reader understand weathering by showing a mountain canyon.

B. They help the reader understand weathering by showing water freezing rocks.

C. They help the reader understand weathering by showing an ocean wave breaking off rock.

D. They help the reader understand weathering by showing how the landscape was changed by weathering.

Go to Next Page

Handy Dandy

What can I put in a ten gallon hat?
A German shepherd or a Siamese cat
A ball, a glove, and a baseball bat
What can I put in a ten gallon hat?

What can I keep in my cowboy boots?
Cactus plants or bamboo shoots
Kazoos, recorders, tin whistles, and flutes
What can I keep in my cowboy boots?

What can I store in evening gloves?
10 Acorns that fall from the trees up above
Cardinals, blue jays, pigeons, or doves
What can I store in evening gloves?

What can I place in my overalls?
Screwdrivers, wrenches, hammers, and saws
15 Water collected from Niagara Falls
What can I place in my overalls?

What can be done with these garments, you say?
Stuff 'em full of straw and hay
Hang 'em and scare the crows away
20 That's what I'll do with this fine array !

12 According to the text and the illustration, what does the speaker do with the clothes in the last stanza?

A. The speaker hangs them in the closet.

B. The speaker stuffs tools in them.

C. The speaker puts them in a pile of hay.

D. The speaker makes a scarecrow with them.

13 Which would be the *best* choice for another title of this poem?

A. This Fine Array

B. Ten Gallon Hat

C. Hiding Clothes

D. Storing Acorns

14. Based on the context of the poem, what does the word *array* mean in line 20?

A. a pile of garbage

B. a collection of clothes

C. a set of tools

D. a chest used for storing

15. Which experience *most likely* helped the author write this text?

A. The author watched a squirrel storing acorns for the winter.

B. The author saw someone wearing overalls and a ten gallon hat at the park.

C. The author found a box of old clothes in his attic.

D. The author visited Niagara Falls on vacation.

16. What does the speaker consider placing inside the evening gloves?

A. birds

B. instruments

C. sports equipment

D. water

17. How is the last stanza different from the rest of the poem?

A. The last stanza of the poem does not have four lines.

B. The last stanza of the poem does not repeat the first line as the last line.

C. The last stanza of the poem does not use rhyme.

D. The last stanza of the poem does not mention items to put in clothes.

18. What is a synonym of the word *store* used in line 9?

A. give

B. lose

C. save

D. use

Her Three Loves

Me, a motorcycle, and rock climbing – those were my mom's passions. She always gave me her full attention, but any leftover time was then divided between her love for her Harley and her love for *scaling* the highest walls and rock cliffs she could find. Between the three of us, my mom stayed busy but enjoyed life to its fullest. Most people would never call her a traditional lady, but Mom knew I was proud of her uniqueness. When I was younger, I remember wishing she were more like a normal mother. I *used* to wish that but not anymore!

Other moms loved to cook. Over the years, Mom developed a fondness for avoiding any and all activities in the kitchen. That's when life as we knew it began to change. Trying to discover my hidden talents, I signed up for a life skills class. (Secretly, I believe my mom was hoping I would pick up where she left off in this area!) We were expected to learn to develop and perfect many skills learned in this class, but the one I dreaded most was cooking. Everyone in my class was asked to create an original recipe and present it to the class. Although Mom was not a role model for me in the kitchen, I needed her help. As soon as I told her about the project, she began laughing hysterically. How could she help me when she had no clue what to do herself? She offered to teach me everything she knew about motorcycles or climbing, but cooking?

The following Saturday, we spent most of the day in the kitchen, a first for us. We flipped through all of the cookbooks and recipe cards Mom had collected over the years. She had never tried any of them, but long ago she believed that one day they would come in handy. After combing through a short stack of recipes that caught our attention, like asparagus cake, noodleless lasagna, peanut butter and raisin bread custard, and Vanilla Wafer cookie cake, the time had come to pick the best of the best. Choosing several recipes that sounded like they would taste great together, we created a dish that combined the Southern flavor of BBQ with a traditional meatloaf, and the resulting flavor was unforgettable! Between the two of us, we had discovered the BBQ Potato Cheese Meatloaf. I was convinced I would win the prize for the best recipe ever.

4 It was the morning our projects were due, and as usual, Mom took me to school on the back of her Harley on her way to teach a rock climbing class at the local gym. Afraid she would lose track of time at the top of her imaginative rock mountain, I made her repeat after me ten times, "I'll be back at 12:00 with your culinary delight!" Family members were invited to bring the results of our projects and join us for the presentations. There was no doubt that she was going to remember because I heard her loudly scream those same words over the massive roar of her bike as she drove out of sight.

5 I watched the hands on the clock tick away the seconds as 12:00 rolled around. I saw Derrick's dad proudly enter the room with a chocolate masterpiece. Kim's grandmother strolled in with a chicken casserole and aroma that made our stomachs growl hungrily. Travis and his mom brought in a gallon jug of some concoction that had lemon and lime slices floating on top. With each new dish and guest who entered, my anticipation would rise, then fall. Could my mom have forgotten? Did she realize how very important this day was? Did she know how proud I was of our creation? As the clock struck noon, disappointment struck me.

6 Then I heard a faint, yet ever-growing roar that was all too familiar to my ears. Alright, Mom! My heart was racing as I walked to the window, but then it stopped beating when I saw her waving at me so proudly – she had made it! It was obvious she didn't have a clue that she had forgotten our dish. When she saw my reaction, she immediately realized what she had done, and her regret was noticeable.

7 However, it didn't last long. At that moment, the fire alarm sounded and the smell of smoke was hovering over us. Someone's hot oil on the stove had caught on fire, and flames were reaching the ceiling. Practicing fire drills was second nature to all of us, so we calmly filed out of the school onto the front lawn. As soon as the alarm stopped, we heard Tori's muffled screams coming from the room next door to the fire. She was stuck and couldn't get out. All of us tried not to panic, but we were all petrified and didn't know what to do to help her.

8 My "not-so-traditional" mom was the only one moving behind us. She pulled out her rock-climbing bag from the back of her *radiant* red motorcycle and ran towards the building. In an instant, she was scaling the wall and heading up to the room where Tori was trapped. Before we knew it, Mom had Tori in a make-shift harness and lowered her down to safety. As soon as Tori's feet were on the ground and she was out of the harness, Mom reeled the rope back up, made some adjustments, and then rappelled back down to a very thankful crowd. As I looked around at the people surrounding her, I couldn't help but smile with pride. Who wants normal when you could have this?

Me, a motorcycle, and rock climbing – those were my hero's passions.

19. What is the *main* idea of the selection?

A. appreciating others just as they are

B. recognizing the many roles parents have

C. seeing the importance of rock climbing

D. being aware of the dangers of kitchen fires

20. What does *scaling* mean in the first paragraph?

A. weighing

B. measuring

C. climbing

D. cleaning

21. In the third paragraph, one of the unusual recipes included noodleless lasagna. Which description *most likely* describes this dish?

A. cheese, sauce, meat, and spaghetti noodles

B. cheese, sauce, meat, and spaghetti noodles chopped and mixed together

C. layered cheese, sauce, and meat with lasagna noodles only on the bottom

D. layered cheese, sauce, and meat without noodles of any kind

22. Who would benefit *most* from reading this selection?

A. someone who knows what to do in case of fires or emergencies

B. someone who supports the importance of life skills classes

C. someone who is embarrassed by his/her family's behavior

D. someone who is searching for unusual hobbies or pastimes

23 What is the purpose of this selection?

A. to encourage readers to be creative when cooking

B. to support the sport of rock climbing

C. to encourage unusual behavior

D. to show that everyone has special skills

24 Which statement *best* describes the narrator's mom?

A. She avoids danger.

B. She is a hard worker.

C. She loves her child.

D. She is proud being different.

25 Which word would *best* be substituted for the word *radiant* in paragraph 7?

A. bright

B. glowing

C. happy

D. sunny

26 What is the purpose of the last sentence?

A. It summarizes the selection and its main characters.

B. It tells us an important fact about the narrator's mom.

C. It shows the narrator's acceptance and pride in her mom.

D. It shows how the narrator's mom changed from the beginning to the end.

John Muir

John Muir is known for his *passion for nature* and protection of wilderness. In his lifetime, he worked to preserve forests and the beauties of nature. He even convinced President Theodore Roosevelt to create parks so people could visit nature forever.

John Muir was born in Scotland in 1838 and lived there until he was 11. His parents had eight children, and John was their third child. Daniel Muir, John's father, decided to move the family to America in 1849. He took his three oldest children with him and left their mother and other brothers and sisters to come later. Mr. Muir bought land in Wisconsin where he planned to build a home and start a farm for his family. John Muir, his father, and brothers and sisters, worked hard to clear the land, and then they built a house. When the house was ready, the rest of the family joined them.

John Muir's father was very strict and demanding, expecting the children to work hard. John had to plow the ground for planting, dig out tree stumps, and split wood to make fences. The children were expected to work long hours, and John's father would not allow John to waste time during the day reading. John Muir got permission to get up early to read, and he invented a machine to wake him up. It would dump him out of bed at 1:00 in the morning. While reading about American writer John Audubon, Muir's interest in nature was sparked.

4 John was also interested in inventing. In addition to the machine that woke him up, he invented thermometers and barometers. Friends encouraged Muir to display his inventions. John Muir went to the Wisconsin State Fair in 1860 and exhibited his inventions and got much attention for them. John Muir attended the State University to study science. He studied medicine but often took other courses that were interesting to him. He continued to be interested in nature, especially plants. After an accident that almost blinded him in one eye, Muir decided to study the beauty of nature.

"Climb the mountains and get their good tidings. Nature's peace will flow into you as sunshine flows into trees. The winds will blow their own freshness into you, and the storms their energy, while cares will drop away from you like the leaves of autumn."

-John Muir,
Our National Parks

5 Muir began his study by walking 1000 miles through the southern states, ending his hike in Florida. He would hike all over the United States. He traveled to California in 1868 and spent much time in Yosemite. He even visited Alaska. As he traveled, he kept journals where he recorded his observations and also made drawings of things he saw.

6 Muir felt that the beautiful nature of America should be protected. After working to persuade the government that parks were needed, Muir was successful in helping to pass a law in 1890 to create Yosemite National Park. He founded the Sierra Club in 1892. The purpose of the club was to conserve nature forever, and John Muir was its first president.

7 All his life, John Muir studied nature. When he visited Alaska, he studied glaciers and freezing, and his studies helped explain how glaciers were formed. He would lead members of the Sierra Club on outings in the Sierra Mountains. Muir wrote books about nature and published journals about his *expeditions* in California and Alaska.

John Muir died in 1914 in California. His work to preserve and protect the beauty of nature continues today. The Sierra Club carries on his effort to protect the environment.

27 What is the *main* idea of this selection?

A. John Muir was lucky that his father moved the family to America.

B. The first president of the Sierra Club was John Muir.

C. John Muir was dedicated to preserving nature, and his work lives on today.

D. There would not be any natural parks without John Muir.

28 What does the author mean by the phrase "*passion for nature*" in the first paragraph?

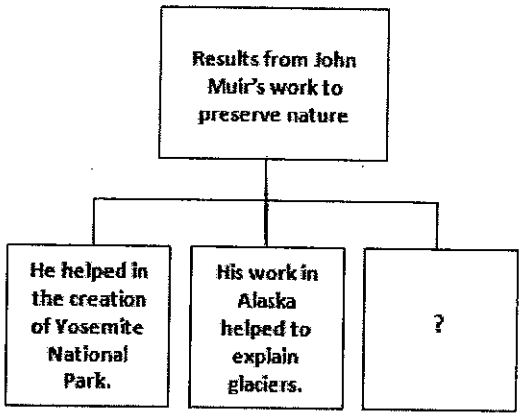
A. curiosity about inventing

B. enjoyment of outdoor sports

C. knowledge of farming techniques

D. love for the environment, plants, and animals

29 Based on the selection, which sentence completes the graphic organizer?



A. He displayed his inventions at the Wisconsin State Fair.

B. He was the founder and first president of the Sierra Club.

C. He hiked through the southern states for 1000 miles.

D. He invented a machine that woke him up in the morning.

30. Which statement from the text supports the author's opinion that John Muir's father was strict and demanding?

A. His parents had eight children, and John was their third child.

B. John had to plow the ground for planting, dig out tree stumps, and split wood to make fences.

C. While reading about American writer John Adubon, Muir's interest in nature was sparked.

D. He studied medicine but often took other courses that were interesting to him.

31 Read the statement from paragraph 5.

> He would hike all over the United States. He traveled to California in 1868 and spent much time in Yosemite. He even visited Alaska. As he traveled, he kept journals where he recorded his observations and also made drawings of things he saw.

Read the statement from the text box.

> "Climb the mountains and get their good tidings. Nature's peace will flow into you as sunshine flows into trees. The winds will blow their own freshness into you, and the storms their energy, while cares will drop away from you like the leaves of autumn."
>
> -John Muir,
> *Our National Parks*

Which sentence *correctly* contrasts the two statements?

A. The statement from paragraph 5 is a firsthand account because it is written by someone who hiked with John Muir. The statement from the text box is a secondhand account because the information is shared by someone who did not hike with John Muir.

B. The statement from paragraph 5 is a secondhand account because it is the second time that California was mentioned. The statement from the text box is a firsthand account because it is the first time that nature was mentioned.

C. The statement from paragraph 5 is a firsthand account because it does not share John Muir's observations and drawings. The statement from the text box is a secondhand account because it is an original source that teaches the reader how to enjoy nature.

D. The statement from paragraph 5 is a secondhand account because the author was not there to see John Muir record his observations in journals. The statement from the text box is a firsthand account because it is a quote from John Muir sharing his observations about nature.

32 Which word could replace *expeditions* in paragraph 7?

A. adventures

B. problems

C. solutions

D. work

Mississippi: the Magnolia State

Nicholas was still thrilled but exhausted from the last trip with Miss Pittypat. He was really excited when she told them that their next trip would be to Mississippi.

Nestled in a quiet corner of the reference room in the county library, he had been there for an hour. Several books lay open on the table in front of him. They all were opened to pages with information about Mississippi.

He had already learned that Mississippi means "Father of the River" and is called the Magnolia State. The state is filled with beautiful magnolia trees with fragrant white blossoms. They are the state tree and flower. He was surprised that the state also had a lot of pecan trees with a big pecan nursery in Lumberton, Mississippi.

4 Yawning, he laid his head down and closed his eyes for a second.

5 A hand touched his arm, and a soft voice sounded in his ear, "Wake up."

6 Slowly, Nicholas awakened and realized he was no longer in the library. He was lying on a warm sandy beach. Looking around, he saw a young Native American girl looking at him. After all his magical trips with Miss Pittypat, nothing seemed unusual to him.

7 "Who are you?" Nicholas stood, brushed at the sand on his clothes and looked around. "And where am I?"

8 "I am Singing River, and you are in Pascagoula, Mississippi. My people are the Pascagoula Indians which means "bread eaters."

9 Nicholas smiled as he thought. Wow! This is great. Singing River can show me around, and the others won't know how I am so familiar with things when we visit Mississippi with Miss Pittypat.

10 Smiling at Singing River, he asked, "Will you tell me about Mississippi?"

11 Sitting on the beach and looking out into the Gulf of Mexico, Singing River told Nicholas some of the early history and about the settlement of Mississippi.

Suddenly Nicholas sat up, and for a moment he couldn't remember where he was. *Boy, do I have a story to tell Miss Pittypat,* he thought! *I'd better write down some of the facts that Singing River told me!*

- 1540 - Hernando de Soto, the Spanish explorer, came to the area looking for gold but moved on when they found none.
- Late 1670s - A group of French Canadians sailed down the Mississippi River into the area.
- 1699 - Pierre le Moyne d'Iberville, a French explorer, claimed all of the lower Mississippi Valley for France.
- 1763 - After the French and Indian War ended, France ceded the area, except for New Orleans, to Great Britain.
- 1798 - After the American Revolution, the U.S. Congress created the Mississippi Territory.
- 1817 - Mississippi was admitted to the United States as the 20th state.

33. What is the purpose of the selection?

A. to make the reader excited to go on a trip with Miss Pittypat

B. to give the reader facts about Mississippi's history

C. to teach the reader about the Pascagoula Indians from Mississippi

D. to teach the reader what the Magnolia trees in Mississippi look like

34. Why does the selection include a text box with dates and historical events?

A. so the reader can make a timeline

B. to show the reader which facts Nicholas learned from Singing River

C. to signal to the reader that the selection is finished

D. to help the reader understand the order in which the historical events happened

35. What part of this selection could be true in real life?

A. Nicholas reads reference books to learn about Mississippi.

B. Nicholas sits on the beach with Singing River.

C. Nicholas wakes up in Pascagoula, Mississippi.

D. Singing River tells Nicholas about the French and Indian War.

36. Based on the selection, what is the *best* definition of the word *settlement* in paragraph 11?

A. a formal agreement

B. a newly formed community

C. a cozy seating arrangement

D. a public building

37. What was the *main* difference between the information Nicholas reads in the books and the information he hears from Singing River?

A. The information from the books is mostly well-known facts, but the information from Singing River is mostly Native American stories.

B. The information from the books is mostly about Mississippi, but the information from Singing River is mostly about the Gulf of Mexico.

C. The information from the books is mostly about general facts, but the information from Singing River is mostly about early historical events.

D. The information from the books is mostly untrue and not important, but the information from Singing River is mostly accurate and helpful.

38. What can the reader tell about Miss Pittypat from this selection?

A. She is an ordinary teacher who takes her students on amazing field trips.

B. She is an expert on American history and takes frequent trips to Mississippi.

C. She is an unusual bus driver who invites her students on unforgettable rides.

D. She is a woman who takes children, including Nicholas, on various magical trips.

39. What does Nicholas think about Singing River?

A. He is startled by her strange appearance.

B. He is excited to learn from her.

C. He is happy they will be friends.

D. He is worried they are lost on the beach.

40. How did Mississippi receive its nickname?

A. It is home to a pecan nursery.

B. It means "bread eaters"

C. It has many magnolia trees.

D. It is found on the Gulf of Mexico.

Rachel Carson: Environmental Crusader

Rachel Carson is the author of the book, *Silent Spring,* published in 1962. Her first sentence gave readers the impression that this was a sweet book about nature. "There once was a town in the heart of America where all life seemed to live in harmony with its surroundings." However, her book declared a serious message about how one action can affect so many different parts of nature. After much research as a biologist, Ms. Carson brought attention to the serious effects of using insect poisons, called pesticideson plants.

2 Rachel Carson was born in 1907 in Pennsylvania.Her family lived on a farm, and there were not many children living in the area. She spent her time wandering in nature around her farm. She hiked in the woods observing the animals, birds, and insects. This began her interest in science and the world around her. She also learned from her mother, who was a teacher. Her mother inspired Rachel's interest in writing, an interest Rachel would later combine with her scientific research.

Unlike many women of her day, Rachel Carson wanted to attend college. Rachel's parents did not have much money, but they sold some possessions and some land to obtain the money to send her to college. Rachel was a shy, quiet student. She began studying English in college but later switched to science. She earned her degree in 1928 at Pennsylvania College for Women. She later earned a master's degree in zoology from Johns Hopkins University in 1932. She also did research in marine biology (the study of animals and plants in the ocean). Rachel Carson became a scientist in the 1930s at a time when female scientists were rare.

4 In 1936, Rachel became a marine biologist and writer for the Bureau of Fisheries. She was such a good writer that her boss encouraged her to write about her studies. *Under the Sea-Wind* was her first book, and it was published in 1941. Rachel wrote about the way that all living things are connected and are connected to their environment. This was a new way of thinking about nature. The book, *The Sea Around Us,* was published in 1951. The next year, Rachel resigned from the U.S. Fish and Wildlife Service so she could write full-time.

5 Rachel received a letter from a woman who told her about the insect poison that had been sprayed over her yard. She told Rachel that she had found many dead robins in her yard after the insect poison had been sprayed. Rachel had already been alarmed at the amount of chemicals that were being

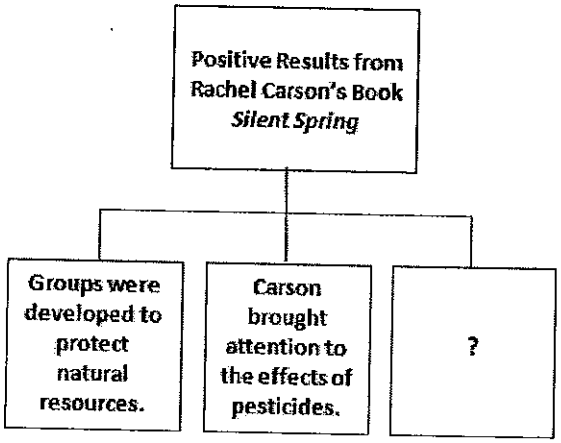
sprayed by the government. She began researching the effects of the chemicals. She investigated how long the effects of the chemicals would last. She studied how the insect poisons could move through and affect food chains. She became convinced that the continued use of these poisons would have serious *consequences* for all of mankind.

6 Published in 1962, *Silent Spring* told of Rachel's research. She called it *Silent Spring* because she believed that if the insect poisons continued to be used, there would be no birds left to sing in the spring. Her book led to much discussion among scientists and to further study. As a result of her book, the government began changing how chemicals were used. Her writing inspired the beginning of the study of the environment and of the development of groups determined to protect natural resources.

7 Rachel Carson did not live to see the long-term effects of her work. She died in 1965. Her powerful words leave us much about which to think.

"What we do to nature, we do to ourselves."

41 Based on the selection, which sentence completes the graphic organizer?



A. More women became scientists.

B. Carson got a job with the U.S. Fish and Wildlife Service.

C. Chemicals were used differently by the government.

D. Carson attended Pennsylvania College for Women.

42 Which statement summarizes paragraph 2?

A. Rachel Carson grew up on a farm and became interested in nature and science.

B. Rachel Carson liked writing because she grew up on a farm.

C. Rachel Carson became a scientist because her mother was one.

D. Rachel Carson was born in Pennsylvania, and her mother wanted her to be a farmer.

43 According to the text, which event happened first?

A. Rachel Carson became a marine biologist.

B. Rachel Carson earned a master's degree in zoology.

C. Rachel Carson published the book *Silent Spring*.

D. Rachel Carson earned a college degree at Pennsylvania College for Women.

44. Which definition *best* fits the meaning of the word *consequences* in paragraph 5?

A. causes

B. effects

C. issues

D. penalties

45. Which statement from the text supports the author's opinion that Rachel Carson was an important writer?

A. Her first sentence gave readers the impression that this was a sweet book about nature.

B. Unlike many women of her day, Rachel Carson wanted to attend college.

C. She investigated how long the effects o the chemicals would last.

D. Her powerful words leave us much about which to think.

46. How does the photograph help the reader understand the text?

A. It allows the reader to see the person about whom the article is written.

B. It allows the reader to see the clothes that people wore many years ago.

C. It allows the reader to see the negative effects of insect poisons.

D. It allows the reader to see the positive effects of marine biologists.

Maple View Park Website

Home

History of the Park

Events

Boating

Fishing

Hiking Trails

Walk For Maple View Park

Walk Route

Application

Donations

Contact Us

Walk for Maple View Park Fundraiser

"Maple View Park is a jewel of this fabulous community. The Walk for Maple View Park is our chance to *preserve* our jewel for the next generation to enjoy." – Rob Trafford, Mayor, Cedar Ridge

Maple View Park is an important piece of history and a treasure in our community. The park was opened in 1908 as a place where the citizens of Cedar Ridge could go for recreation and exercise. The lake, the famous boathouse, and the popular bandstand were all built in 1910. Maple View Park is best known for the giant maple trees that tower over the park. They provide shade and beauty for guests of all ages. Visitors flock to the park to hike on the 5 remarkable trails. The most popular is the Cedar Ridge Trail (constructed in 1934). The trail winds through the park for 10 miles. Nature lovers are attracted to Maple View Park for the magnificent trees, beautiful flowers, and the opportunity to view wildlife. For over 100 years, families have been coming to Maple View Park to hike, run, bike, boat, swim, fish, and enjoy the great outdoors!

On Friday, March 1st a tropical storm passed through Cedar Ridge. The high winds, lightning, and heavy rain caused over $100,000 in damage to our cherished park. The historic buildings, trails, and the precious maple trees were all damaged during the storm. As a result, the park will be closed until the repairs can be made. The town of Cedar Ridge does not have enough funds to pay for the renovations. This means that the park could be closed for a year or longer.

Maple View Park is now in need of your assistance. Park lovers are being asked to participate in a fundraiser to benefit Maple View Park. Participants will be asked to raise money and walk the historic Cedar Ridge Trail on Saturday, May 4th, at 8 a.m.

Are you interested in keeping Maple View Park open?
Can you raise donations?
Can you walk 10 miles?

Then come join the fun because this walk is for YOU!
Here is how you do it:

1. Complete the application on the **Application** page and press submit.
2. Print and use the form found on the **Donations** page to raise money.
3. Ask your friends and family to donate money to support your effort.
3. Attend the Walk for Maple View Park event on Saturday, May 4th, at 8 a.m.
4. Walk 10 miles on the Cedar Ridge Trail.
5. Have fun, raise money, and save the park!

Go to Next Page

47. According to the text, what should people who want to participate in the walk do first?

A. Ask friends and family to donate money.

B. Complete the application.

C. Use the form on the donations page to raise money.

D. Attend the event on May 4th.

48. How could a reader find more information on the construction of the Maple View Park boathouse?

A. by clicking the "*Hiking Trails*" link

B. by clicking the "*Walk Route*" link

C. by clicking the "*History of the Park*" link

D. by clicking the "*Fishing*" link

49. Which definition *best* fits the meaning of the word *preserve* in the quote by Mayor Rob Trafford?

A. to appreciate

B. to close

C. to save

D. to visit

50. Which statement *best* explains how the damage to Maple View Park is presented in "The Big Storm" and "Walk for Maple View Park"?

A. "The Big Storm" is a firsthand account, while "Walk for Maple View Park" is a secondhand account.

B. "The Big Storm" is a secondhand account, while "Walk for Maple View Park" is a firsthand account.

C. Both texts are firsthand accounts.

D. Both texts are secondhand accounts.

51. What should the reader find after clicking on the "*Walk Route*" link?

A. a chart listing the hiking trails in the park

B. a time line of the history of Maple View Park

C. a photograph of the damaged bandstand

D. a map of the Cedar Ridge Trail

Name: _____

Unit 1 – Standard NC.4.OA.1

Instruction

Concept Application

1. Before a science investigation, Mrs. Peyton distributed hand lenses to each of the 6 lab groups in her class. She passed out 4 times as many hand lenses as the number of groups in her class. Which equation shows the number of hand lenses Mrs. Peyton distributed in science class?

A. $6 \times 6 = 36$

B. $4 + 6 = 10$

C. $4 \times 6 = 24$

D. $24 - 4 = 20$

2. Every year on their birthday, Manuel and his twin brother Marcos celebrate by inviting friends and family to a birthday party. This year Manuel received 18 gifts for his birthday while Marcos received 9 gifts. Marcos wrote this equation to compare the birthday gifts he and his brother received.

$$18 = 2 \times 9$$

Which statement ***best*** describes the equation Marcos wrote?

A. 2 is 9 times as many as 18.

B. 18 is 2 times as many as 9.

C. 2 is 9 more than 18.

D. 18 is 9 more than 2.

3. Bob has a 10-gallon fish tank that contains 18 fish. Mary has a 20-gallon tank with 3 times as many fish. Which equation ***best*** shows the number of fish in Mary's tank?

A. $18 + 3 = 21$

B. $3 \times 18 = 54$

C. $3 \times 10 = 30$

D. $10 \times 20 = 200$

4. The fourth grade collected cans of food for a food drive. On the first day, Mrs. Blair's class brought 8 cans, Mrs. Holloway's class brought 24 cans, and Mrs. Romero's class brought 48 cans. Which statement is ***not*** true?

A. Mrs. Holloway's class brought 3 times as many cans as Mrs. Blair's class.

B. Mrs. Romero's class brought 6 times as many cans as Mrs. Blair's class.

C. Mrs. Blair's class brought 3 times as many cans as Mrs. Holloway's class.

D. Mrs. Romero's class brought twice as many cans as Mrs. Holloway's class.

5. Sherry's age is 4 times Mary's age. Mary is 12 years old. Which equation represents Sherry's age?

A. $4 \times 12 = 48$

B. $4 + 12 = 16$

C. $4 \times 12 + 2 = 50$

D. $16 \times 2 = 32$

6. Tyler rides his bicycle 9 blocks to school. Xavier rides his bicycle 3 blocks to school. Which statement ***best*** compares the number of blocks Tyler rides to the number of blocks Xavier rides?

A. Xavier rides 3 more blocks than Tyler.

B. Xavier rides 3 times as many blocks as Tyler.

C. Tyler rides 3 times as many blocks as Xavier.

D. Xavier rides 6 more blocks than Tyler.

Instruction

Name: _____

Standard NC.4.OA.1 – **Unit 1**

Concept Practice

1. Mrs. Blushing makes shirts at a tailor shop. She sews 5 buttons on each shirt. She uses 10 buttons on the first day, 30 buttons on the second day, and 15 buttons on the third day. Which statement is true about the shirts Mrs. Blushing made?

A. She used 3 times as many buttons the first day as she did the second day.

B. She used twice as many buttons the second day as she did the third day.

C. She used 5 times as many buttons the third day as she did the first day.

D. She used 2 times as many buttons the third day as she did the second day.

2. Carl completes 15 chin-ups in P.E. He wants to do 5 times as many by the end of the year. Carl writes this equation to represent his goal.

$$75 = 5 \times 15$$

Which statement ***best*** describes Carl's equation?

A. 75 is 5 more than 15.

B. 15 is 5 less than 75.

C. 15 is 5 times as many as 75.

D. 75 is 5 times as many as 15.

3. The Smithson History Museum has 5 train engines on display. The car exhibit has 3 times as many vehicles as the train engine display. Which equation ***best*** shows the number of cars on display at the museum?

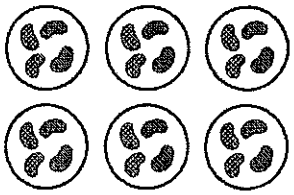
A. $3 \times 5 + 3 = 18$

B. $3 + 3 + 5 = 11$

C. $3 \times 5 = 15$

D. $5 + 3 = 8$

4. Jamie plants beans for a science experiment. He decides to split the beans into 6 equal groups as shown. Which statement describes the grouping of beans?



A. 24 is 6 more than 4.

B. 24 is 6 times as many as 4.

C. 24 is 4 more than 6.

D. 6 is 4 times as many as 24.

5. A sandwich shop offers two sizes of turkey sandwiches. The cook places 5 pickle slices on the small turkey sandwich. He places 8 times this number of pickle slices on the jumbo turkey sandwich. Which equation ***best*** shows the number of pickle slices used on the jumbo turkey sandwich?

A. $8 \times 5 = 40$

B. $2 \times 8 = 16$

C. $5 \times 2 = 10$

D. $5 + 8 = 13$

6. Joy makes a bracelet for each of her 4 friends. She places 7 beads on each bracelet. Which statement ***best*** describes the total number of beads Joy uses?

A. 28 is 7 more than 4.

B. 28 is 4 times as many as 7.

C. 28 is 4 more than 7.

D. 28 is 4 less than 7.

Name: _____

Unit 2 – Standard NC.4.OA.1

Instruction

Concept Application

1. Eric has 28 stamps in his stamp collection.

Eric has 4 times as many stamps as Logan. How many stamps does Logan have?

A. 4

B. 7

C. 16

D. 112

2. Antonio made 16 shots during his basketball game on Saturday morning. That is 8 times as many shots as he made at his game on Friday night. How many shots did Antonio make on Friday night?

A. 2

B. 4

C. 24

D. 128

3. Aydan practices for the track meet. She runs for 6 minutes on Monday and 12 minutes on Tuesday. She takes Wednesday off to rest. Aydan decides to run 4 times as many minutes on Thursday as she ran on Monday. Which statement is ***not*** true of Aydan's running times?

A. Aydan runs a total of 24 minutes on Thursday.

B. On Monday, Aydan ran half the amount of time she runs on Tuesday.

C. On Thursday, Aydan runs double the amount of time she ran on Tuesday.

D. On Monday, Aydan ran twice the amount of time she runs on Tuesday.

4. On the weekends, Cindy and Jordan make cards to take to the local children's hospital. On Saturday they made 30 cards. This was 3 times as many cards as they made on Sunday. How many cards did Cindy and Jordan make on Sunday?

A. 30

B. 15

C. 10

D. 9

5. A brown belt costs $3. A silver belt costs 4 times as much. Which equation can be used to find c, the cost of a silver belt?

A. $4 + 3 = c$

B. $4 - 3 = c$

C. $4 \div 3 = c$

D. $4 \times 3 = c$

6. Carmen has 15 dolls as shown.

Maria has 3 times as many dolls as Carmen. How many dolls does Maria have?

A. 5

B. 18

C. 38

D. 45

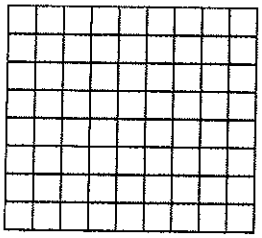
Instruction

Name: _____

Concept Practice

Standard NC.4.OA.1 – **Unit 2**

1. Delia uses 72 square tiles to make a model of her bedroom floor.



Delia's bedroom is 8 times the size of her closet. How many tiles should Delia use to model the floor of her closet?

A. 8

B. 9

C. 80

D. 576

2. On Sunday, Dan played his video game for 30 minutes, which was 3 times as many minutes as he played on Saturday. Which equation could be used to find n, the number of minutes Dan played his video game on Saturday?

A. $30 \div 3 = n$

B. $30 - 3 = n$

C. $30 + 3 = n$

D. $30 \times 3 = n$

3. One foot is equal to 12 inches. One yard is equal to 36 inches. Which statement is ***not*** true?

A. The length of 1 yard is 3 times the length of 1 foot.

B. The length of 1 foot is $\frac{1}{3}$ the length of 1 yard.

C. The length of 1 yard is 36 times the length of 1 inch.

D. The length of 1 foot is 3 times the length of 1 yard.

4. Shena saves money to go on a trip. This month she saves 3 times as much money as last month. Last month Shena saved $21. Which equation can be used to find m, the amount of money Shena saves this month?

A. $21 + 3 = m$

B. $21 \div 3 = m$

C. $21 - m = 3$

D. $3 \times 21 = m$

5. Jeff played football on Saturday, and his team won by scoring 42 points. Jeff's team scored 6 times as many points as the other team. Which equation shows how many points the other team scored?

A. $6 + 42 = 48$

B. $42 - 6 = 36$

C. $42 \div 6 = 7$

D. $6 \times 42 = 252$

6. Juanita makes a large picture frame with 24 shells. This is 4 times as many shells as she uses for a small frame. How many shells does Juanita use for the small picture frame?

A. 4

B. 6

C. 20

D. 28

Name: _____

Unit 3 – Standard NC 4.OA.3

Instruction

Concept Application

1. Jason and his father parked their car at the airport for 4 days. The price for parking was posted on the sign shown.

Jason's father gave the parking attendant $60 to pay for the parking. How much change should he receive?

A. $12

B. $24

C. $36

D. $48

2. Susie bakes 2 dozen cupcakes, 4 dozen cookies, and 3 dozen brownies for her school party. Which shows the total number of items Susie bakes?

A. 120

B. 108

C. 72

D. 60

3. Eggs cost $2 per dozen. Mrs. Martinez spends $14 on eggs. How many eggs does she buy?

A. 7

B. 28

C. 84

D. 168

4. Mrs. Raymone drives her daughter to soccer practice at High Park 3 times each week. The drive from their home to High Park is 16 miles. What is the distance Mrs. Raymone drives to and from High Park in 1 week?

A. 19 mi

B. 48 mi

C. 96 mi

D. 112 mi

5. Martin Elementary has 219 more students than Taylor Elementary. Taylor Elementary has 984 students. Harris Elementary has 1,073 students. How many more students are enrolled at Martin Elementary than at Harris Elementary?

A. 2,276

B. 1,230

C. 130

D. 61

6. Larry spends a total of $18 on plants for his yard. The plants are priced at 4 for $6. Which equation and solution represent p, the number of plants Larry buys?

A. $(18 \times 4) \times 6 = p$ $\quad p = 432$

B. $(18 \div 6) \times 4 = p$ $\quad p = 12$

C. $6 \times (18 \div 6) = p$ $\quad p = 18$

D. $(4 \times 6) + 18 = p$ $\quad p = 42$

Instruction

Name: _____

Standard NC 4.OA.3 – **Unit 3**

Concept Practice

1. William's father wants to take 3 friends fishing. His boat cannot carry more than 800 pounds. The table shows the name and weight of each friend he could possibly invite on the fishing trip.

Weight of Friends

Name	Weight (lb)
Isaiah	195
Steve	215
Brad	190
Eric	207
Justin	239
Juan	154

William's father weighs 205 pounds. Which combination of friends could he invite on the fishing trip?

A. Isaiah, Steve, Brad

B. Brad, Steve, Juan

C. Steve, Eric, Justin

D. Juan, Justin, Steve

2. Able, Fred, and Tiger collect pennies. Able has 47 pennies in his collection. Fred has twice as many pennies as Able. Tiger has 15 times as many pennies as Fred. How many pennies does Tiger have in his collection?

A. 94

B. 109

C. 705

D. 1,410

3. Mario collects sports cards and displays them in 16 collectors' albums. Each album has 45 pages with 9 cards per page. How many sports cards does Mario have in his collection?

A. 6,480

B. 5,840

C. 720

D. 405

4. Jessica and 3 friends bake 5 dozen muffins. They ate a total of 8 muffins and put the remaining muffins in the freezer. How many muffins do they put in the freezer?

A. 60

B. 58

C. 54

D. 52

5. Nigel did chores for his neighbor for 2 hours each day. He was paid $4 each hour. Nigel received $200 when the work was completed. Which of the following shows a way to find how many days Nigel worked?

A. Subtract the product of 4 and 2 from 200.

B. Divide 200 by the product of 4 and 2.

C. Divide 4 by 2 and multiply by 200.

D. Find the quotient of 200 and 2 and multiply by 4.

6. Mikela saves $48, and her mom saves $161 for the family to spend on souvenirs while on vacation. They divide the money equally among the 6 family members. How much money is left after each family member receives the largest possible share?

A. $35

B. $34

C. $6

D. $5

Name: _____

Unit 4 – Standard NC.4.OA.4

Instruction

Concept Application

1. Which group of numbers includes only composite numbers?

A. 13, 23, 43, 50

B. 9, 11, 13, 15

C. 27, 28, 42, 48

D. 12, 35, 42, 47

2. The number 42 is a multiple of which numbers?

A. 7 and 5

B. 2 and 9

C. 6 and 3

D. 8 and 4

3. Clark's Store is celebrating its sixth anniversary by giving gift cards to every sixth customer. Which list shows only multiples of 6?

A. 1, 2, 3, 6

B. 12, 18, 24, 30

C. 6, 13, 21, 30

D. 18, 24, 32, 48

4. Which number is a factor of 36?

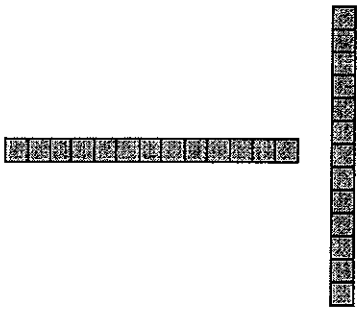
A. 5

B. 8

C. 10

D. 12

5. Estelyn creates arrays with square tiles for numbers less than 20. These are all the possible arrays for the number 13.



Based on the arrays, what can you conclude about the number 13?

A. The number 13 is composite.

B. The number 13 is prime.

C. The number 13 has a factor of 2.

D. The number 13 is lucky.

6. The runners in a race wear numbers from 20 to 50. The number on Evan's shirt is a prime number. Which of these could ***not*** be the number on Evan's shirt?

A. 49

B. 47

C. 29

D. 23

7. Jann lists all the factors of 40.

1, 2, 3, 4, 5, 8, 10, 20, 40

Why is Jann incorrect?

A. The factors of 40 do ***not*** include 5.

B. The factors of 40 do ***not*** include 3.

C. The number 40 is ***not*** a factor of itself.

D. Numbers always have an even number of factors.

Instruction

Name: _____

Concept Practice

Standard NC.4.OA.4 – **Unit 4**

1. Which list shows four numbers that are multiples of 7?

A. 7, 14, 24, 42

B. 7, 35, 42, 49

C. 21, 28, 34, 42

D. 17, 27, 37, 47

2. At the ballpark, every ninth person in line receives a free baseball cap. Which number is ***not*** a multiple of 9?

A. 27

B. 36

C. 38

D. 45

3. Bart tells Lisa that all the factors of 24 are odd numbers. Why is Bart's statement incorrect?

A. All the factors of 24 are even numbers.

B. 24 is an even number, and even numbers never have odd numbers as factors.

C. 24 has only composite numbers as factors.

D. Only 2 factors of 24 are odd numbers.

4. The factors of a number include 2, 3, and 4. Which number has factors of 2, 3, and 4.

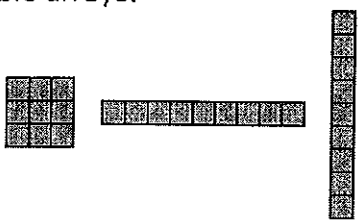
A. 16

B. 36

C. 45

D. 46

5. Jason uses color tiles to create arrays for the number 9. These are all the possible arrays.



Based on the arrays, what can you conclude about the number 9?

A. It is a prime number.

B. It is a composite number.

C. It has a factor of 4.

D. It is a multiple of 18.

6. Which pair shows the least and greatest two-digit prime numbers less than 50?

A. 2, 49

B. 13, 43

C. 11, 47

D. 1, 48

7. Which list contains ***exactly*** two prime numbers and two composite numbers?

A. 12, 13, 14, 15

B. 9, 10, 11, 12

C. 11, 12, 13, 14

D. 15, 16, 17, 18

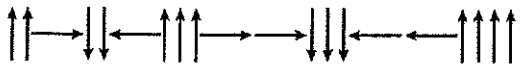
Name: _____

Unit 5 – Standard NC.4.OA.5

Instruction

Concept Application

1. Sally draws an arrow pattern.



Sally continues the pattern. What will come next?

A.

B.

C.

D.

2. The numbers in the pattern increase by 8.

13, 21, 29, 37, ____, ____, ____, ____

Which of these numbers is part of the pattern?

A. 48 **C.** 55

B. 51 **D.** 61

3. Mr. Eppler teaches piano lessons Monday through Saturday. He sees the same number of students each day and gives each student one sticker. Mr. Eppler makes this table to show the number of stickers he has left each day.

Mr. Eppler's Stickers

Day	Number
Monday	168
Tuesday	163
Wednesday	158
Thursday	153

The pattern on the table continues. How many stickers are left on Saturday?

A. 14 **C.** 138

B. 133 **D.** 143

4. Examine Ana's pattern of shapes.

Which of these patterns follows the same rule as Ana's pattern?

A. 

B. 

C. 

D. 

5. Examine the pattern.

4, 9, 14, 19, 24, 29, 34

Which statement about the pattern is true?

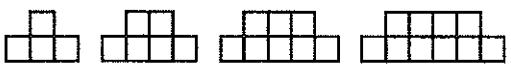
A. The numbers in the pattern are all even.

B. The numbers in the pattern are all multiples of 2.

C. A rule for the number pattern is "Add 4."

D. The numbers in the pattern all have 4 or 9 in the ones place.

6. Donrick creates this pattern using tiles.



How many tiles will be in the seventh figure?

A. 12

B. 16

C. 17

D. 18

Instruction

Name: _____

Standard NC.4.OA.5 – **Unit 5**

Concept Practice

1. Bianca creates this design for a headband.

Bianca continues the pattern. What is the fifteenth shape on Bianca's headband?

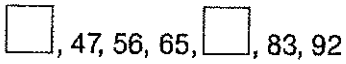
A. 

C. 

B. 

D. 

2. Which numbers are missing in the number pattern?



A. 38, 74

B. 40, 71

C. 37, 73

D. 39, 75

3. On Sunday, Gabe had $50 in his wallet. On Monday, he spent part of his $50 for lunch. He spent the same amount for lunch each of the remaining days of the week. The table shows how much money Gabe had at the end of each day.

Gabe's Lunch Money

Day	Amount Left ($)
Sunday	50
Monday	43
Tuesday	36
Wednesday	29

How much money did Gabe have left after purchasing lunch on Friday?

A. $25

C. $15

B. $22

D. $8

4. Tam makes a triangular pattern with toothpicks. His first figure contains three toothpicks.

How many toothpicks will Tam use for the sixth figure in the pattern?

A. 17

B. 19

C. 21

D. 23

5. Mr. Butros displays this number pattern.

73, 81, 89, 97, 105

Which set of numbers is also part of the pattern?

A. 112, 121, 128

B. 129, 137, 145

C. 137, 146, 155

D. 144, 152, 160

6. A volleyball team lines up, and the numbers on their shirts form this pattern.

91, 78, 65, 52, 39

Which statement about the pattern of numbers on the shirts is ***not*** true?

A. A rule for the pattern is "Subtract 13."

B. The terms of the pattern alternate between odd and even numbers.

C. The terms of the pattern alternate between prime and composite numbers.

D. The number on the sixth player's shirt is 26.

Name: _____

Unit 6 – Standard NC.4.NBT.1

Instruction

Concept Application

1. Which statement is true about the values of the 8s in 885?

A. 80 is 10 times 800.

B. 800 is 100 times 80.

C. 800 is 10 times 80.

D. 80 is 10 times 885.

2. A 5 appears twice in 55,120. How does the value of the 5 on the left compare to the value of the 5 on the right?

A. The value of the 5 on the left is 10 times the value of the 5 on the right.

B. The value of the 5 on the right is 10 times the value of the 5 on the left.

C. The 5 on the left represents the same value as the 5 on the right.

D. The value of the 5 on the right is 100 times the value of the 5 on the left.

3. In which number is the value of the 4 on the left 10 times the value of the 4 on the right?

A. 4,462

B. 4,624

C. 6,424

D. 6,464

4. Mrs. Carpenter's class learns that it takes approximately 66 days for an alligator egg to hatch. In this number, how does the 6 on the left compare to the 6 on the right?

A. It represents 6 times as much.

B. It represents 10 times as much.

C. It represents 60 times as much.

D. It represents the same value.

5. The music class sells 3,305 raffle tickets to raise money. Which equation shows the relationship between the values of the 3s in the number of tickets sold?

A. $3 \times 1 = 3$

B. $30 \div 1 = 30$

C. $300 \div 10 = 30$

D. $300 \times 10 = 3{,}000$

6. The copier in the teachers' workroom recorded 46,372 copies last semester. Which number has a 6 with a value 10 times as much as the 6 in 46,372?

A. 396,324

B. 87,065

C. 67,851

D. 52,643

Instruction

Name: _____

Standard NC.4.NBT.1 – **Unit 6**

Concept Practice

1. Which statement is ***not*** true?

A. 5,000 is 50 hundreds.

B. 500 is 50 tens.

C. 50 is 5 ones.

D. 5 is 5 ones.

2. In which number is the value of the 8 10 times the value of the 8 in 563,840?

A. 21,689

B. 64,843

C. 82,143

D. 98,164

3. A 6 appears twice in 36,604. Which statement is true?

A. The value of the 6 on the left is 600 times the value of the 6 on the right.

B. The value of the 6 on the right is 10 times the value of the 6 on the left.

C. The value of the 6 on the left is 10 times the value of the 6 on the right.

D. The value of the 6 on the right is equal to the value of the 6 on the left.

4. A 3 appears twice in this number.

33,845

Which equation represents the relationship of the values of the 3s in this number?

A. $3 \div 3 = 1$

B. $10 \times 3{,}000 = 30{,}000$

C. $3{,}000 \times 10 = 300$

D. $10 \times 30 = 300$

5. A flat-screen television costs $1,987. Another television is priced at $2,109. Which statement shows how the value of the 1 in the first price is related to the value of the 1 in the second price?

A. It represents the same value.

B. It represents 10 times as much.

C. It represents 1,000 as much.

D. It represents 100 times as much.

6. How does the 4 in 4,326 compare to the 4 in 24,765?

A. Both represent 4,000.

B. Both represent 400.

C. The value of the 4 in 4,326 is 10 times the value of the 4 in 24,765.

D. Both represent 40,000.

Name: _____

Unit 7 – Standard NC.4.NBT.2

Instruction

Concept Application

1. The odometer on Mr. Johnson's car shows sixty-five thousand, two hundred sixteen miles. How is this number written in standard form?

A. 65,200,016

B. 605,260

C. 65,260

D. 65,216

2. Which is ***not*** a way to show 683?

A. 6 hundreds + 8 tens + 3 ones

B. 68 tens + 3 ones

C. 5 hundreds + 18 tens + 3 ones

D. 6 hundreds + 83 tens

3. There are 87,632 people in the city of Jackson. How is this number written in words?

A. eighty-seven thousand, six hundred thirty-two

B. eighty-seven thousand, six hundred twenty-three

C. eighty thousand, six hundred thirty-two

D. eight thousand, seven hundred thirty-two

4. Which expression means the same as thirty-three thousand, two hundred six?

A. 300,000 + 30,000 + 200 + 60

B. 30,000 + 3,000 + 200 + 6

C. 30,000 + 3,000 + 200 + 60

D. 3,300 + 200 + 6

Use the table to answer questions 5 and 6.

The table shows recent populations of some cities.

Populations of Cities

City	Population
Asheville	89,121
Burlington	52,709
Chapel Hill	59,246
Wake Forest	40,112

5. Macey reads the population of Burlington. Which is the correct word form for the population of Burlington?

A. fifty-two thousand, seven hundred nine

B. fifty thousand, two hundred seventy-nine

C. fifty-two thousand, seventy-nine

D. five thousand, two hundred seventy-nine

6. Each population on the table contains a 2. Which addend represents the value of the 2 in the expanded form for the population of Chapel Hill?

A. 2

B. 20

C. 200

D. 2,000

Instruction

Name: _____

Standard NC.4.NBT.2 – **Unit 7**

Concept Practice

1. Nancy writes the number 78,932 in different ways. Which expression is ***not*** equal to 78,932?

A. 7 thousands + 89 hundreds + 3 tens + 2 ones

B. seventy-eight thousand, nine hundred thirty-two

C. 70,000 + 8,000 + 900 + 30 + 2

D. 78 thousands + 93 tens + 2 ones

2. A video has been viewed online 56,066 times. Which expression has the same value as 56,066?

A. 50,000 + 6,000 + 600 + 60

B. 50,000 + 6,000 + 60 + 6

C. 5,000 + 600 + 60 + 6

D. 60,000 + 6,000 + 60 + 6

3. The population of Center City is 39,206. How is this number written in words?

A. thirty-nine thousand, two hundred six

B. three hundred nine thousand, two hundred six

C. thirty-nine thousand, twenty six

D. three thousand, nine hundred twenty-six

4. Mrs. Sawyer has fifty-eight thousand, sixteen miles in her frequent flyer account. How is this number written using numerals?

A. 5,816

B. 50,816

C. 58,016

D. 58,160

5. Brad writes a five-digit number with a 6 in the ten thousands place, a 5 in the tens place, a 7 in the hundreds place, and a 2 in the thousands place. Which number could Brad have written?

A. 57,200

B. 60,752

C. 62,571

D. 62,754

6. Which is ***not*** a way to represent 1,643?

A. 1 thousand + 64 tens + 3 ones

B. 1 thousand + 6 hundreds + 4 tens + 3 ones

C. 1 thousand + 6 hundreds + 43 tens

D. 16 hundreds + 4 tens + 3 ones

Name: _____

Unit 8 – Standard NC.4.NBT.7

Instruction

Concept Application

1. Which comparison correctly compares 34,692 and 34,629?

A. 34,692 < 34,629

B. 34,692 > 34,629

C. 34,629 = 34,692

D. 34,629 > 34,692

2. Which number correctly completes this number sentence?

62,754 < ☐

A. 62,012

B. 62,699

C. 62,753

D. 62,761

3. The population of Winfield County is 88,758. The population of Jefferson County is less than the population of Winfield County. Which could be the population of Jefferson County?

A. 98,758

B. 89,875

C. 89,578

D. 85,758

4. Which number does ***not*** make the number sentence true?

22,409 < _____

A. 21,872

B. 22,419

C. 22,490

D. 23,026

Use the table to answer questions 5 and 6.

Video Game Scores

Wyatt	54,602
Gavin	49,112
Melody	54,720
Bella	55,592

5. Which statement is true?

A. Melody scored more points than Wyatt.

B. Gavin's score was greater than Melody's.

C. Wyatt scored more points than Melody.

D. Bella's score was less than Melody's.

6. Owen played the game and scored more points than Gavin but fewer points than Wyatt. Which score could be Owen's score?

A. 54,934

B. 54,603

C. 53,618

D. 49,102

Instruction

Name: _____

Standard NC 4.NBT.7 –**Unit 8**

Concept Practice

1. In May, 3,479 sandwiches were served at Tia's Sandwich Shop. Which comparison is ***not*** true?

A. 3,479 > 3,496

B. 3,479 > 975

C. 3,479 < 5,382

D. 2,693 < 3,479

2. An amusement park was visited by more than 54,000 people in one day. Which number could ***not*** be the number of visitors who went to the park?

A. 53,234

B. 54,043

C. 54,512

D. 59,801

3. The table shows the number of miles on five used cars. Mr. Matthews wants to buy a car with fewer than 40,000 miles. Which cars should Mr. Matthews consider?

Car Mileage

Car	Number of Miles
A	36,630
B	40,391
C	61,437
D	38,401
E	23,402

A. Cars A, B, and D

B. Cars A, D, and E

C. Cars B and C

D. Cars B, D, and E

4. Look at the two groups of numbers.

Group X	Group Y
4,237	4,901
4,479	5,673
3,965	4,499
4,086	5,034

Which statement about the numbers in these groups is true?

A. All the numbers in Group Y are greater than 4,500.

B. All the numbers in Group X are greater than 3,980.

C. All the numbers in Group Y are less than 5,500.

D. All the numbers in Group X are less than 4,500.

5. Elsa walked 21,639 steps according to her fitness tracker on Friday. On Saturday, Elsa walked more steps than on Friday. Which could ***not*** be the number of steps Elsa walked on Saturday?

A. 21,363

B. 21,640

C. 21,725

D. 21,901

Name: _____

Unit 9 – Standard NC.4.NBT.4

Instruction

Concept Application

1. The Food Bank has a canned food drive. The table shows how many cans of food are collected.

Food Drive

Day	Cans
Monday	138
Tuesday	103
Wednesday	218
Thursday	222
Friday	194
Saturday	326
Sunday	288

How many total cans of food are collected on Saturday and Sunday?

A. 614 **C.** 875

B. 804 **D.** 1,489

2. On Friday, 2,146 people attend the state fair. On Saturday, 3,962 people attend. There were 3,443 people at the fair on Sunday. What is the difference between the attendance at the state fair on Friday and on Sunday?

A. 519 **C.** 1,817

B. 1,297 **D.** 9,551

3. The Nolan family drove to the Grand Canyon. The drive took 3 days and covered 1,250 miles. The family drove 325 miles the first day and 456 miles the next day. How many miles did the family drive on the final day of the trip?

A. 789 mi **C.** 496 mi

B. 781 mi **D.** 469 mi

4. An airplane pilot flies 12,867 miles one week and 9,964 miles the next week. How far does the pilot fly those 2 weeks?

A. 2,903 mi

B. 21,721 mi

C. 22,831 mi

D. 23,833 mi

5. The total population of Waterford County is 75,200. All the people in this county live in either Centerville, Sunnydale, or Capital City. The population of Centerville is 18,734, and the population of Sunnydale is 26,159. What is the population of Capital City?

A. 56,466

B. 49,041

C. 44,893

D. 30,307

6. The city traffic department wants to know how many vehicles pass through an intersection in 1 day. They count 183 cars, 204 SUVs, 159 motorcycles, 179 vans, and 197 trucks. How many vehicles pass through the intersection?

A. 715

B. 753

C. 812

D. 922

Instruction

Name: _____

Standard NC.4.NBT.4 –**Unit 9**

Concept Practice

1. The U.S. Census shows that 35,521 people live in Richland Hills. It shows that Post has 13,899 people. How many more people live in Richland Hills than in Post?

A. 49,420 **C.** 21,712

B. 22,368 **D.** 21,622

2. Three schools raise money for a charity. Bayview School raises $1,705. Center School raises $2,692, which is $1,099 less than Fremont School. What is the total amount of money raised by the three schools?

A. $4,778

B. $7,198

C. $7,964

D. $8,188

3. There are two whales at Ocean World. One weighs 2,639 pounds more than the other one. The sum of their weights is 20,165 pounds. Which shows the weights of the whales?

A. 11,644 and 9,005 pounds

B. 12,721 and 10,084 pounds

C. 11,402 and 8,763 pounds

D. 17,526 and 20,165 pounds

4. Hector drives a flower delivery truck. In February, he drove 1,895 miles. He drove 1,127 miles in March. How many total miles did Hector drive in February and March?

A. 768 mi **C.** 3,012 mi

B. 2,022 mi **D.** 3,022 mi

5. The table shows the land areas of four European countries in square kilometers.

Size of Countries

Country	Area (in sq. km)
Austria	82,445
Ireland	70,273
Belgium	30,510
Switzerland	39,997

What is the difference in the area of the two smallest countries?

A. 70,507 square kilometers

B. 12,172 square kilometers

C. 9,487 square kilometers

D. 8,487 square kilometers

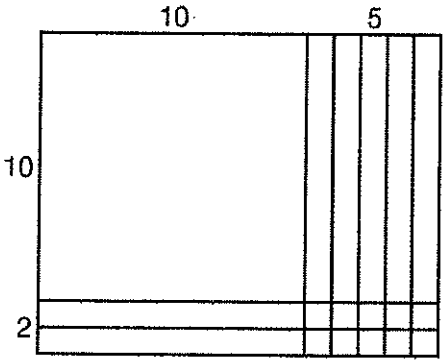
Name: _____

Unit 10 – Standard NC.4.NBT.5

Instruction

Concept Application

1. Jal's bedroom measures 12 feet by 15 feet. She uses base 10 blocks to make a model of the floor area of her room.



What is the product of Jal's bedroom measurements?

A. 62 square feet

B. 125 square feet

C. 180 square feet

D. 600 square feet

2. Callie reads 24 pages of her book each night. She reads the book in 25 days. How many pages are in Callie's book?

A. 1,500

B. 600

C. 490

D. 168

3. An airplane pilot flies from Anchorage to Glennallen 9 times each month to deliver supplies. The flight is 358 miles round trip. How many miles does the pilot fly each month between Anchorage and Glennallen?

A. 3,012 mi

B. 3,022 mi

C. 3,122 mi

D. 3,222 mi

4. Hector needs to find the product of 23 and 47. Which shows a way that Hector could find the product?

A. $(23 \times 47) - (23 \times 7)$

B. $(23 \times 40) \times (23 \times 7)$

C. $(23 \times 40) + (23 \times 7)$

D. $(2 \times 4) + (2 \times 7) + (3 \times 4) + (3 \times 7)$

5. Ellen walks her dog for 45 minutes every day. How many minutes will Ellen spend walking her dog over a 2-week period?

A. 630 min

B. 450 min

C. 315 min

D. 90 min

6. A theater seats 268 people. All the seats were sold out for 8 shows. How many tickets were sold?

A. 1,644

B. 1,664

C. 2,044

D. 2,144

Instruction

Name: _____

Concept Practice

Standard NC.4.NBT.5 – **Unit 10**

1. Last week, Sergio unpacked 68 boxes of books at a bookstore. There were 24 books in each box. How many books did Sergio unpack?

A. 136 **C.** 1,632

B. 161 **D.** 1,700

2. Which expression can be used to find the product of 436 and 8?

A. 8 + 436

B. 8 × (4 + 100 + 30 + 6)

C. (8 + 6) × 430

D. (8 × 400) + (8 × 30) + (8 × 6)

3. Josh reads that a manatee, or sea cow, eats as much as 112 pounds of water plants in 1 day. He uses that number to determine how much a manatee can eat in 1 week. How many pounds of water plants can a manatee eat in 1 week?

A. 112 lb **C.** 784 lb

B. 560 lb **D.** 1,120 lb

4. Santeo was asked to find the product for this problem.

$$\begin{array}{r} 36 \\ \times\ 25 \\ \hline \end{array}$$

Which expression could Santeo use?

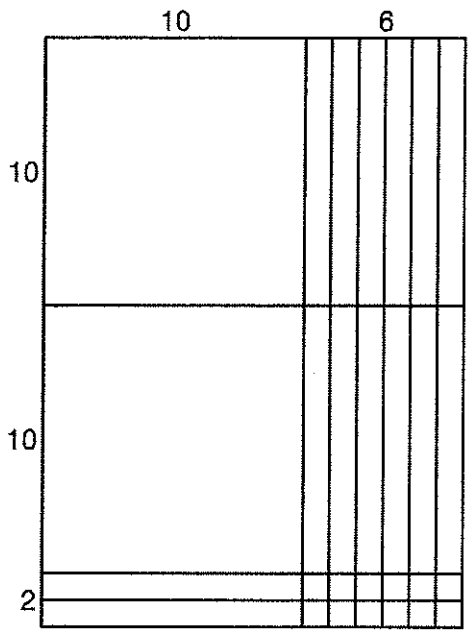
A. (25 × 30) + (25 × 6)

B. (25 × 40) − (25 × 3)

C. (25 + 30) × (25 + 6)

D. (30 × 20) + (5 × 6)

5. Carlos draws this model to multiply 22 × 16.



What is the product of 22 and 16?

A. 28

B. 154

C. 220

D. 352

6. Ray goes to 126 houses every day for his job. How many houses does Ray go to in 9 days?

A. 1,054

B. 1,084

C. 1,134

D. 9,584

Name: _____

Unit 11 – Standard NC.4.NBT.6

Instruction

Concept Application

1. The manager of the Easy Rest Motel chain wants to paint all the outside doors at his motels. His crew can paint 8 doors with each gallon of paint. Which equation can be used to find the number of gallons of paint needed for 576 doors?

A. $8 \times 576 = \square$

B. $8 \times \square = 576$

C. $8 \times 8 = 576 \times \square$

D. $576 \times \square = 8 \times 576$

2. Kaden has 105 tickets to give away. He gives 5 tickets to each person who asks for tickets. He records the number of tickets he has left by subtracting 5 from the previous total. How many times can Kaden give away 5 tickets?

A. 110

B. 100

C. 21

D. 15

3. The school choir ordered 784 pies to sell for a fundraiser. The pies were shipped in large protective cartons that each held 9 pies. After the large cartons were filled, any pies left were shipped in smaller individual boxes. How many pies were shipped in individual boxes?

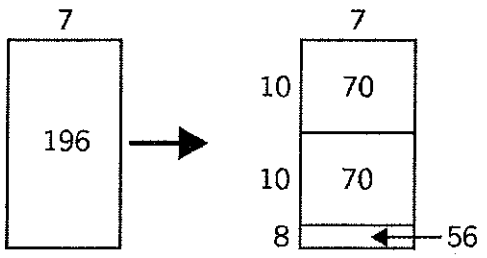
A. 1

B. 11

C. 111

D. 1,000

4. Julie draws this area model to help solve 196 ÷ 7.



What is the next step Julie must use to find her answer?

A. Divide 10 by 7.

B. Subtract 28 from 196.

C. Add 10, 10, and 8.

D. Multiply 8 and 20.

5. Fiona needs to find the quotient of this problem.

$$6\overline{)612}$$

Which shows a strategy Fiona could use?

A. $612 \div 6 = (6 \times 100) \div (6 \times 2)$

B. $612 \div 6 = (6 \div 6) + (1 \div 6) + (2 \div 6)$

C. $612 \div 6 = (600 \div 6) - (12 \div 6)$

D. $612 \div 6 = (600 \div 6) + (12 \div 6)$

6. A factory makes 336 soccer balls and 168 basketballs in 6 months. The same number of soccer balls are made each month. How many soccer balls are made each month?

A. 2,016

B. 504

C. 84

D. 56

Instruction

Name: _____

Standard NC.4.NBT.6 – **Unit 11**

Concept Practice

1. A theater has 424 seats. There are 8 sections of seats in the theater. Each section has the same number of seats. How many seats are in each section?

A. 53

B. 88

C. 416

D. 432

2. Mrs. Johnson purchases 12 dozen pencils. She makes reward bags for students with 5 pencils in each bag. After making as many bags as possible, Mrs. Johnson gives the extra pencils to the school secretary. How many pencils does Mrs. Johnson give to the school secretary?

A. 144

B. 28

C. 4

D. 2

3. There are 520 people working in an office building with 4 floors. There are 104 offices in the building, and each floor has the same number of offices. How many offices are on each floor?

A. 5

B. 26

C. 130

D. 156

4. Which expression can be used to find the quotient of 462 and 2?

A. $(46 \div 2) + (2 \div 2)$

B. $(400 + 2) + (60 + 2) \div 2$

C. $(400 + 2) - (60 + 2) \div (2 \div 2)$

D. $(400 \div 2) + (60 \div 2) + (2 \div 2)$

5. Chloe works these division problems on her math quiz. She finds that one of the problems has a remainder. Which problem has a remainder?

A. $436 \div 2$

B. $391 \div 4$

C. $168 \div 7$

D. $539 \div 7$

6. Jonah earns $3 on each pair of sunglasses he sells. The sunglasses come in boxes of 5. This week he earns $135 selling sunglasses. How many pairs of sunglasses does Jonah sell this week?

A. 15

B. 27

C. 45

D. 405

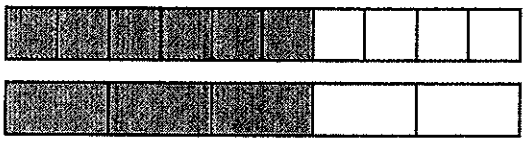
Name: _____

Unit 12 – Standard NC.4.NF.1

Instruction

Concept Application

1. The models are shaded to show two equivalent fractions.



What do the models show?

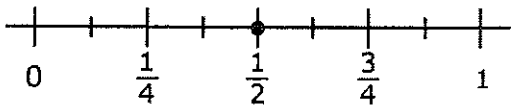
A. $\frac{4}{10} = \frac{3}{4}$

B. $\frac{6}{10} = \frac{2}{5}$

C. $\frac{6}{10} = \frac{3}{5}$

D. $\frac{4}{10} = \frac{3}{5}$

2. Use the number line to answer the question about the fractions.



Which fraction is equivalent to $\frac{1}{2}$?

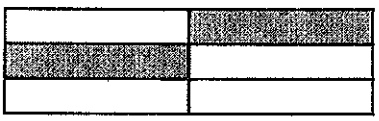
A. $\frac{5}{8}$

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

C. $\frac{4}{8}$

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

3. This picture shows a fraction model.



Which fraction is equivalent to the fraction that represents the shaded area of the model?

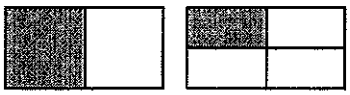
A. $\frac{4}{6}$

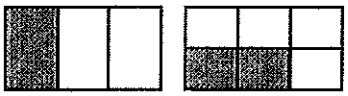
B. $\frac{6}{12}$

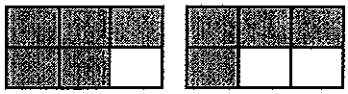
C. $\frac{2}{4}$

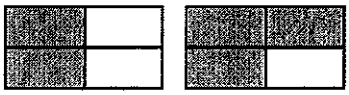
D. $\frac{4}{12}$

4. Which pair of figures has shaded parts that represent equivalent fractions?

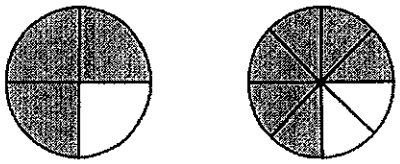
A. 

B. 

C. 

D. 

5. The models are shaded to show two equivalent fractions.



What do the models show?

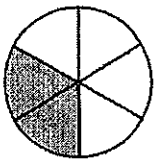
A. $\frac{3}{4} = \frac{6}{8}$

B. $\frac{2}{4} = \frac{2}{8}$

C. $\frac{3}{4} = \frac{7}{8}$

D. $\frac{2}{4} = \frac{6}{8}$

6. Austin shades the circle to show how many slices of pie have been eaten.



Which equation shows equivalent fractions that represent the part of the pie that is left?

A. $\frac{2}{12} = \frac{1}{6}$

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

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

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

Instruction

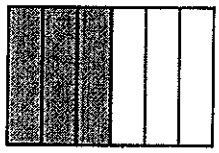
Name: _____

Standard NC.4.NF.1 – **Unit 12**

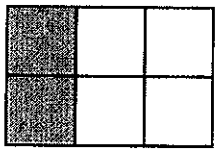
Concept Practice

1. Which model is shaded to show a fraction that is equivalent to $\frac{1}{3}$?

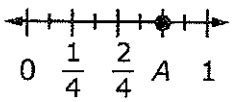
A. 

B. 

C. 

D. 

2. Jane drew a number line to help her understand the small marks on her ruler.



Which pair of fractions represents *A*, the number Jane skipped on her number line?

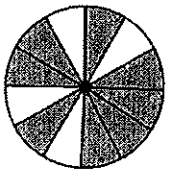
A. $\frac{6}{8}$ and $\frac{3}{4}$

B. $\frac{3}{4}$ and $\frac{6}{12}$

C. $\frac{6}{8}$ and $\frac{8}{10}$

D. $\frac{5}{6}$ and $\frac{3}{4}$

3. Which two fractions name the shaded part of the circle?



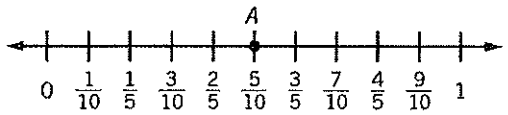
A. $\frac{2}{4}$ and $\frac{1}{2}$

B. $\frac{1}{3}$ and $\frac{4}{12}$

C. $\frac{4}{6}$ and $\frac{2}{3}$

D. $\frac{1}{8}$ and $\frac{2}{4}$

4. Parker drew this number line to track how far he walks. Point *A* indicates the distance he has walked so far.



Which equation shows the equivalent fractions represented by Point *A*?

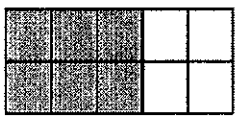
A. $\frac{2}{10} = \frac{1}{5}$

B. $\frac{4}{10} = \frac{2}{5}$

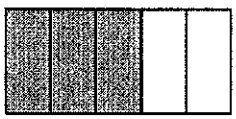
C. $\frac{5}{10} = \frac{1}{2}$

D. $\frac{3}{5} = \frac{5}{10}$

5. Chef Richard and Chef Antonia each bake lasagna. Chef Richard cuts his lasagna into 10 equal pieces and serves 6 pieces. Chef Antonia cuts her lasagna into 5 equal pieces and serves 3 pieces. The shaded parts of the figures show the lasagna served to customers.



Chef Richard



Chef Antonia

Which equation represents the part of each chef's lasagna that was ***not*** served to customers?

A. $\frac{6}{10} = \frac{3}{5}$

B. $\frac{4}{10} = \frac{2}{5}$

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

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

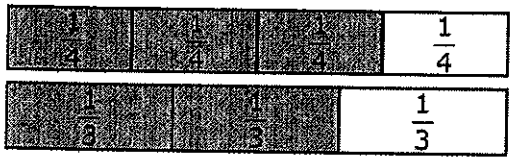
Name: _____

Unit 13 – Standard NC.4.NF.2

Instruction

Concept Application

1. The models are shaded to show two fractions.



What do the models show?

A. $\frac{1}{4} > \frac{1}{3}$

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

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

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

2. Dawn and Delissa bake cookies for a party. Dawn's recipe calls for $\frac{1}{4}$ cup of oil. Delissa's recipe calls for $\frac{3}{8}$ cup of oil. What is the relationship between these fractions?

A. $\frac{3}{8} = \frac{1}{4}$

B. $\frac{1}{4} > \frac{3}{8}$

C. $\frac{3}{8} < \frac{1}{4}$

D. $\frac{3}{8} > \frac{1}{4}$

3. On Friday, Natalie ran $\frac{1}{2}$ mile. She ran farther on Saturday than she ran on Friday. Which part of a mile could represent the distance Natalie ran on Saturday?

A. $\frac{2}{5}$ mi

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

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

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

4. Amber's breakfast cereal provides $\frac{3}{8}$ of the recommended daily allowance of carbohydrates. Which fraction is greater than $\frac{3}{8}$?

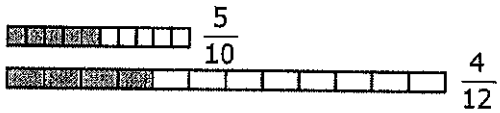
A. $\frac{1}{8}$

B. $\frac{2}{8}$

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

D. $\frac{4}{8}$

5. Arsenio draws these models to compare $\frac{5}{10}$ and $\frac{4}{12}$.



Which statement about Arsenio's models is true?

A. $\frac{4}{12}$ is greater than $\frac{5}{10}$ because more is shaded.

B. $\frac{5}{10}$ is less than $\frac{4}{12}$ because less is shaded.

C. The two fractions should ***not*** be compared with the models because the wholes are not the same size.

D. The model of $\frac{5}{10}$ should be larger than the model of $\frac{4}{12}$ since the numerator is greater.

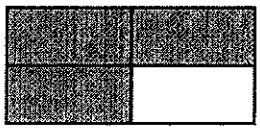
Instruction

Name: _____

Standard NC.4.NF.2 – **Unit 13**

Concept Practice

1. Use the model to answer the question.



Which fraction is less than $\frac{3}{4}$?

A. $\frac{8}{8}$ **C.** $\frac{6}{8}$

B. $\frac{7}{8}$ **D.** $\frac{3}{8}$

2. At Saturday's basketball game, Coach Perkins recorded the fraction of each player's attempts that resulted in a score. The results are shown in the table.

Basketball Goals

Player	Fraction
Donnell	$\frac{2}{5}$
Jonathan	$\frac{7}{10}$
Enrique	$\frac{2}{3}$

Which player scored on less than half of his attempts?

A. all players **C.** Jonathan

B. Donnell **D.** Enrique

3. Emma makes a correct statement about two fractions. Which statement could be Emma's?

A. $\frac{5}{6} > \frac{3}{4}$ because $5 + 6 > 3 + 4$.

B. $\frac{5}{6} > \frac{3}{4}$ because $5 > 3$.

C. $\frac{5}{6} > \frac{3}{4}$ because $6 > 4$.

D. $\frac{5}{6} > \frac{3}{4}$ because $\frac{5}{6}$ is closer to 1 than $\frac{3}{4}$.

4. Teri Kay finds two different recipes for oatmeal cookies. One recipe requires $\frac{3}{4}$ cup of flour, and the other recipe requires $\frac{2}{3}$ cup of flour. What is the relationship between these fractions?

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

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

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

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

5. Rick's dad mixed $\frac{1}{4}$ quart of red paint with $\frac{4}{16}$ quart of yellow paint. Which statement is true?

A. Rick's dad used more red paint than yellow paint.

B. Rick's dad used equal amounts of red paint and yellow paint.

C. Rick's dad used less red paint than yellow paint.

D. Rick's dad used more yellow paint than red paint.

6. Mr. Johnson has $\frac{1}{2}$ inch nails to build a fence. However, his nails are not long enough. Which length could describe the nails that Mr. Johnson needs?

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

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

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

D. $\frac{5}{8}$ in

Name: _____

Unit 14 – Standard NC.4.NF.3

Instruction

Concept Application

1. Which is another way to write $3\frac{4}{5}$?

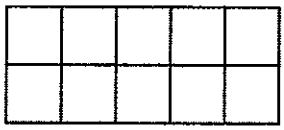
A. $1 + 1 + \frac{2}{5} + \frac{2}{5}$

B. $\frac{5}{5} + \frac{5}{5} + \frac{5}{5} + \frac{2}{5} + \frac{2}{5}$

C. $2 + \frac{2}{5} + \frac{3}{5}$

D. $1 + \frac{2}{5} + \frac{2}{5}$

2. Jordan and John order cheese bread from the pizzeria. Jordan eats 6 of the 10 slices while John eats 3 slices.



Which shows the fraction of the cheese bread that Jordan and John ate altogether?

A. $\frac{6}{10} - \frac{3}{10} = \frac{3}{10}$

B. $\frac{6}{10} + \frac{3}{10} = \frac{9}{10}$

C. $\frac{1}{10} + \frac{1}{10} + \frac{1}{10} = \frac{3}{10}$

D. $\frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{3}{10} = \frac{6}{10}$

3. There are 3 cups of rice in a container. After Joaquin uses some of the rice, there is $1\frac{1}{8}$ cup of rice in the container.

Which model represents the rice that Joaquin uses?

A.

B.

C.

D.

4. Which sum is ***not*** equal to $\frac{5}{12}$?

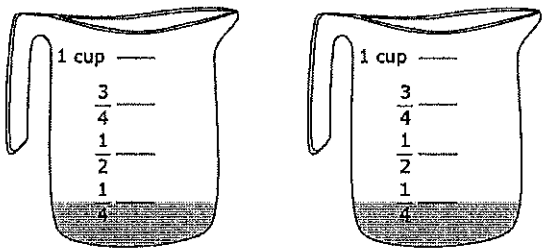
A. $\frac{1}{12} + \frac{3}{12} + \frac{2}{12}$

B. $\frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12}$

C. $\frac{3}{12} + \frac{2}{12}$

D. $\frac{2}{12} + \frac{1}{12} + \frac{2}{12}$

5. Justin mixes $\frac{1}{4}$ cup of egg yolk with $\frac{1}{4}$ cup of water. Which equation shows the total amount of the mixture?



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

B. $\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$

C. $\frac{4}{4} + \frac{1}{4} = \frac{3}{4}$

D. $\frac{1}{4} + \frac{1}{4} = \frac{2}{4}$

6. Which expression has a value of $\frac{7}{10}$?

A. $\frac{1}{10} + \frac{2}{10} + \frac{3}{10}$

B. $\frac{1}{10} + \frac{2}{10} + \frac{1}{10} + \frac{2}{10}$

C. $\frac{2}{10} + \frac{2}{10} + \frac{2}{10} + \frac{2}{10}$

D. $\frac{1}{10} + \frac{1}{10} + \frac{2}{10} + \frac{3}{10}$

Instruction

Name: _____

Standard NC.4.NF.3 – **Unit 14**

Concept Practice

1. Sebastian shades these circles to represent the mixed number $5\frac{3}{6}$.

Sebastian shows his drawing to his friends.

Jose says that Sebastian's circles show $\frac{6}{6} + \frac{6}{6} + \frac{6}{6} + \frac{6}{6} + \frac{6}{6} + \frac{3}{6}$.

Shinju thinks Sebastian shades $2 + \frac{6}{6} + 2 + \frac{2}{6} + 1$.

Emilie says that Sebastian shades $2 + 1 + \frac{6}{6} + \frac{6}{6} + \frac{2}{6} + \frac{1}{6}$.

Which student wrote an expression that does ***not*** represent Sebastian's picture?

A. Sebastian **C.** Shinju

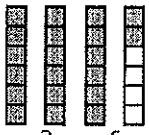
B. Jose **D.** Emilie

2. Kiefer records different models showing $3\frac{2}{6}$. Which model does ***not*** show $3\frac{2}{6}$?

A.

$3\frac{2}{6} = \frac{6}{6} + \frac{6}{6} + \frac{3}{6}$

B.

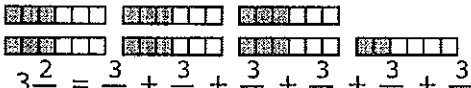


$3\frac{2}{6} = \frac{6}{6} + \frac{6}{6} + \frac{6}{6} + \frac{2}{6}$

C.

$3\frac{2}{6} = 1 + 1 + 1 + \frac{1}{6} + \frac{1}{6}$

D.



$3\frac{2}{6} = \frac{3}{6} + \frac{3}{6} + \frac{3}{6} + \frac{3}{6} + \frac{3}{6} + \frac{3}{6} + \frac{2}{6}$

3. Megumi cuts construction paper for a project. She uses $4\frac{9}{10}$ sheets of paper for the project. What is another way to write $4\frac{9}{10}$?

A. $1 + 1 + 1 + \frac{9}{9} + \frac{10}{10}$

B. $1 + 2 + 1 + \frac{2}{10} + \frac{6}{10} + \frac{2}{10}$

C. $\frac{10}{10} + \frac{10}{10} + \frac{10}{10} + \frac{3}{10} + \frac{3}{10} + \frac{3}{10}$

D. $2 + \frac{10}{10} + 1 + \frac{1}{10} + \frac{3}{10} + \frac{5}{10}$

4. Kylie helps her mom work at the scout bake sale. During the first $\frac{3}{8}$ of the day, Kylie sells cookies. For the next $\frac{3}{8}$ of the day, Kylie picks up trash. For the last $\frac{2}{8}$ of the day, she helps her mom sell more cookies. Which expression has the same value as the fraction of the day Kylie sells cookies?

A. $\frac{3}{8} + 3 + 8 + \frac{2}{8}$

B. $\frac{3}{4} + \frac{3}{4}$

C. $\frac{3}{8} + \frac{2}{8}$

D. $\frac{1}{8} + \frac{2}{8} + \frac{3}{8}$

5. Which expression does ***not*** have a value of $\frac{7}{12}$?

A. $\frac{2}{12} + \frac{2}{12} + \frac{3}{12}$

B. $\frac{3}{12} + \frac{2}{12}$

C. $\frac{3}{12} + \frac{4}{12}$

D. $\frac{1}{12} + \frac{1}{12} + \frac{2}{12} + \frac{3}{12}$

Name: _____

Unit 15 – Standard NC.4.NF.3

Instruction

Concept Application

1. Katherine gave $\frac{2}{12}$ of her candy bar to her cousin and $\frac{3}{12}$ of the candy bar to her brother.

Which shows how much of the candy bar Katherine gave away?

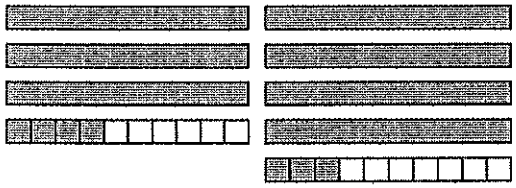
A. $\frac{1}{12}$

B. $\frac{5}{12}$

C. $\frac{6}{12}$

D. $\frac{7}{12}$

2. Kallie drives $3\frac{4}{10}$ miles to the store and another $4\frac{3}{10}$ miles to the mall. How far does Kallie drive?



A. $\frac{7}{10}$

B. $1\frac{1}{10}$

C. $6\frac{7}{10}$

D. $7\frac{7}{10}$

3. The table shows the number of flowers in an arrangement of a dozen flowers.

Flower Arrangement

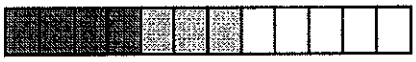
Type of Flower	Number
Rose	4
Daisy	5
Carnation	3

Which shaded model shows the fraction of flowers in the arrangement that are roses or carnations?

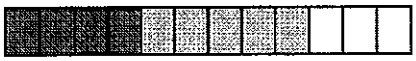
A.

B.

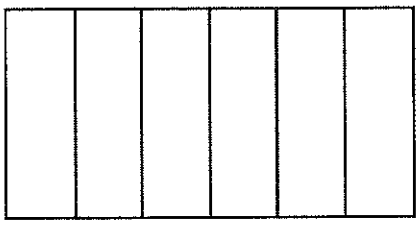
C.



D.



4. Destiny and Trina purchased a small loaf of banana bread from McGraw's Bakery. Destiny ate $\frac{3}{6}$ of the bread, and Trina ate $\frac{1}{6}$. Which shows the fraction of the bread Destiny and Trina had left?



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

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

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

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

Instruction

Name: _____

Standard NC.4.NF.3 – **Unit 15**

Concept Practice

1. Calista's gecko measures $8\frac{6}{10}$ inches long. Nathan's gecko measures $6\frac{3}{10}$ inches long. How much longer is Calista's gecko than Nathan's gecko?

A. $2\frac{3}{10}$ in

B. $2\frac{9}{10}$ in

C. $14\frac{3}{10}$ in

D. $14\frac{9}{10}$ in

2. When Jessica was sick, she stayed home from school for 2 days. On the first day, she took a nap for $3\frac{3}{5}$ hours. On the second day, she napped for $4\frac{4}{5}$ hours. How many hours did Jessica nap while she was sick?

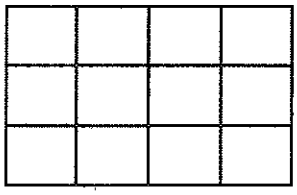
A. $1\frac{1}{5}$ hr

B. $7\frac{1}{5}$ hr

C. $7\frac{7}{10}$ hr

D. $8\frac{2}{5}$ hr

3. Amelie makes lasagna in a rectangular pan. She cuts it into 12 pieces. During the week, her dad eats $\frac{3}{12}$ of the pieces, and her brother eats $\frac{5}{12}$ of the pieces. How much of the lasagna is ***not*** eaten by her dad and brother?



A. $\frac{2}{12}$

B. $\frac{4}{12}$

C. $\frac{8}{12}$

D. $\frac{10}{12}$

4. During spring track camp, Roberto ran $5\frac{1}{4}$ miles on day 1. On day 2, he ran $3\frac{3}{4}$ miles. How many more miles did Roberto run on day 1 than on day 2?

A. 9 mi

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

C. $2\frac{2}{8}$ mi

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

5. Students combine different liquids to make a solution. They use $\frac{2}{8}$ cup of water, $\frac{1}{8}$ cup of lemon juice, and $\frac{3}{8}$ cup of vinegar. Which equation shows how much liquid is used to make the solution?

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

B. $\frac{3}{8} + \frac{3}{8} = \frac{6}{16}$

C. $\frac{2}{8} + \frac{1}{8} + \frac{3}{8} = \frac{6}{24}$

D. $\frac{3}{8} - \frac{2}{8} - \frac{1}{8} = 0$

6. Paris plays the viola. She practiced $1\frac{1}{3}$ hours on Saturday and $2\frac{1}{3}$ hours on Sunday. On Monday, Paris practiced for $\frac{2}{3}$ hour. How many hours did Paris practice on these 3 days?

A. $3\frac{4}{9}$ hr

B. $3\frac{2}{3}$ hr

C. $4\frac{1}{3}$ hr

D. $7\frac{1}{3}$ hr

Name: _____

Unit 16 – Standard NC.4.NF.4

Instruction

Concept Application

1. Brandon fed his hamster fruit chews every morning from March 16 through March 24. After feeding his hamster on March 24, Brandon had used $\frac{9}{10}$ of a box of fruit chews. Which statement describes what Brandon did?

A. He fed his hamster 9 fruit chews one day and 10 fruit chews the next day.

B. He fed his hamster 9 fruit chews out of a box of 19 fruit chews.

C. He fed his hamster $\frac{1}{10}$ of a box of fruit chews each day for 9 days.

D. He fed his hamster $\frac{1}{9}$ of a box of fruit chews for 10 days.

2. Mrs. Lara's family cookie recipe requires $\frac{2}{3}$ cup of butter and $\frac{1}{3}$ cup of brown sugar. Which equations show two ways to determine how many cups of brown sugar Mrs. Lara needs to make 6 batches of cookies?

A. $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} = \frac{6}{3} = 2$ and $6 \times \frac{1}{3} = \frac{6}{3} = 2$

B. $\frac{1}{3} + \frac{2}{3} = \frac{3}{3} = 1$ and $3 \times \frac{1}{3} = \frac{3}{3} = 1$

C. $6 \times \frac{2}{3} = \frac{12}{3} = 4$ and $12 \times \frac{1}{3} = \frac{12}{3} = 4$

D. $\frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} = \frac{12}{3} = 4$ and $6 \times \frac{2}{3} = \frac{12}{3} = 4$

3. Jessie uses $\frac{1}{6}$ of a scoop of plant food for every tomato plant. How many scoops of plant food does Jessie need for 72 tomato plants?

A. $71\frac{5}{6}$

B. 66

C. 12

D. 6

4. Joshua builds 6 arrays with different colors of tiles. Each array has 4 green tiles.

R	G	B	G
G	Y	G	B

B	G	R	G
G	R	G	Y

G	Y	G	B
Y	G	R	G

G	G	B	R
G	G	Y	B

G	Y	G	R
G	G	Y	B

G	G	R	G
B	G	Y	R

Joshua wants to rearrange the arrays by color, keeping 8 tiles in each array. Which equation shows the number of green arrays Joshua can build?

A. $6 \times 4 \times 8 = 192$

B. $6 \times \frac{4}{8} = \frac{24}{8} = 3$

C. $3 \times \frac{4}{8} = \frac{12}{8} = 1\frac{4}{8}$

D. $8 \times \frac{3}{6} = \frac{24}{6} = 4$

5. Curt drinks $\frac{7}{10}$ of a bottle of water after hockey practice. Which expression is another way to write $\frac{7}{10}$?

A. $\frac{1}{70} \times 10$

B. $\frac{1}{0} + 7$

C. $7 \times \frac{1}{10}$

D. $\frac{3}{5} + \frac{4}{5}$

6. Sammy has 2 dozen video games. He gives $\frac{3}{4}$ of the games to Geoff. How many games does Sammy give to Geoff?

A. 9

B. 12

C. 16

D. 18

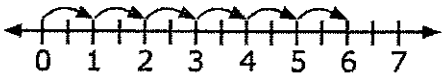
Instruction

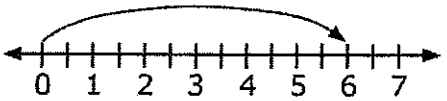
Name: _____

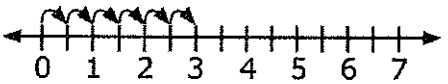
Standard NC.4.NF.4 – **Unit 16**

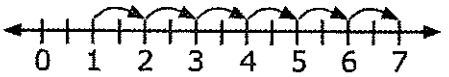
Concept Practice

1. Karen runs 6 races a year. In each race, she runs $\frac{1}{2}$ mile. Which number line shows how many miles Karen runs in races in a year?

A.


B.


C.


D.


2. Katie makes 11 party bags filled with party favors and candy. Each party bag weighs $\frac{7}{8}$ ounce. She multiplies to determine the total weight of the bags. Between what two whole numbers is the product?

A. between 2 and 3

B. between 5 and 6

C. between 7 and 8

D. between 9 and 10

3. Barry buys a box of candy. He eats 1 piece of candy each night for dessert. At the end of the week, Barry has eaten $\frac{7}{12}$ of the box of candy. Which of the following could be another way to describe what Barry does?

A. He eats 7 pieces of candy out of a box with 19 pieces.

B. He eats 7 pieces of candy one day and 12 pieces the next day.

C. He eats $\frac{1}{12}$ of the box of candy for 7 days in a row.

D. He eats $\frac{1}{7}$ of the box of candy for 12 days in a row.

4. Vivian makes muffins. The recipe uses $\frac{3}{4}$ cup of mashed bananas for 1 dozen muffins. She measures the bananas into 3 containers that each hold $\frac{1}{4}$ cup. Which equation represents this situation?

A. $\frac{3}{4} + \frac{1}{4} + \frac{1}{4} = \frac{5}{4} = 1\frac{1}{4}$

B. $(\frac{3}{4} \div \frac{1}{4}) \times 3 = 3$

C. $3 \times \frac{3}{4} = \frac{9}{4} = 2\frac{1}{4}$

D. $3 \times \frac{1}{4} = \frac{3}{4}$

5. There are 15 children at Conway's party. Conway plans for each child at the party to eat $\frac{4}{10}$ liter of ice cream. How many liters of ice cream does Conway need?

A. 15 L

B. 10 L

C. 6 L

D. 4 L

6. Jack buys a bag containing 32 peanuts. He eats $\frac{1}{4}$ of his peanuts. Maggie buys a bag containing 35 peanuts. She eats $\frac{1}{5}$ of her peanuts. Which statement is true?

A. Jack and Maggie eat the same number of peanuts.

B. Maggie eats 7 peanuts, and Jack eats 8 peanuts.

C. Jack eats 7 peanuts, and Maggie eats 8 peanuts.

D. Jack has 25 peanuts left.

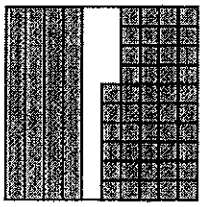
Name: _____

Unit 17 – Standard NC.4.NF.6

Instruction

Concept Application

1. Jalyne and Alyne volunteer to paint a wall at the park. Jalyne paints $\frac{4}{10}$ of the wall. Alyne paints $\frac{46}{100}$ of the wall. What fraction of the wall do they paint together?



A. $\frac{184}{100}$

C. $\frac{50}{100}$

B. $\frac{86}{100}$

D. $\frac{50}{110}$

2. Peter drinks $\frac{1}{10}$ liter of water before soccer practice. After practice, he drinks $\frac{58}{100}$ liter of water. Which expression can be used to find the total amount of water Peter drinks?

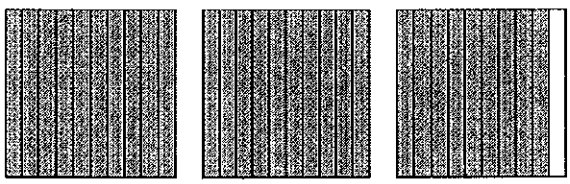
A. $\frac{10}{100} + \frac{58}{100}$

C. $\frac{1}{10} + \frac{58}{10}$

B. $\frac{10}{10} + \frac{58}{100}$

D. $\frac{58}{100} - \frac{10}{100}$

3. The model is shaded to represent 2.9.



What fraction is equivalent to 2.9?

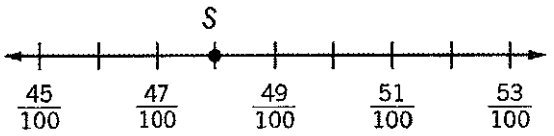
A. $2\frac{9}{10} = 2.09$

C. $2\frac{9}{100} = 2.09$

B. $2\frac{9}{100} = 2.9$

D. $2\frac{9}{10} = 2.9$

4. What decimal number does point S represent on the number line?



A. 0.048

C. 4.8

B. 0.48

D. 48

5. Raul is helping his mom clean the living room. He finds 4 dimes and 18 pennies under the sofa cushions. Which statement is ***not*** true?

A. The dimes Raul finds are $\frac{40}{100}$ of a dollar.

B. Raul finds $\frac{22}{100}$ of a dollar.

C. Raul finds 22 coins.

D. The pennies Raul finds are $\frac{18}{100}$ of a dollar.

6. Trey and his brother eat $\frac{5}{10}$ of a pepperoni pizza on Friday and $\frac{40}{100}$ of the pizza on Saturday. What fraction of the pizza do Trey and his brother eat on Friday and Saturday?

A. $\frac{45}{110}$

B. $\frac{45}{100}$

C. $\frac{90}{100}$

D. $\frac{90}{110}$

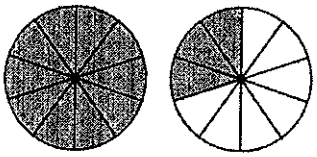
Instruction

Name: _____

Standard NC.4.NF.6 – **Unit 17**

Concept Practice

1. Toni makes two jalapeño bean chalupas. She puts jalapeños on $1\frac{3}{10}$ of the chalupas as shown by the shaded portion of the model.



Which decimal number is equivalent to the fraction of chalupas with jalapeños?

A. 1.03

B. 1.3

C. 1.7

D. 10.3

2. Jamal completes $\frac{2}{10}$ of his homework before dinner and $\frac{60}{100}$ after dinner. What fraction of his homework has Jamal completed?

A. $\frac{62}{10}$

B. $\frac{62}{100}$

C. $\frac{80}{10}$

D. $\frac{80}{100}$

3. Kiko buys a pencil and an eraser at the school store. She pays 6 dimes and 11 pennies for the items. This expression shows the fraction of a dollar that Kiko pays.

$$\frac{6}{10} + \frac{11}{100}$$

Which is another expression to show the fraction of a dollar that Kiko pays?

A. 6.0 + 11.0

B. 0.06 + 0.11

C. 0.6 + 0.11

D. 0.6 + 0.011

4. Barb services $\frac{4}{10}$ of the school computers in the morning and $\frac{41}{100}$ in the afternoon. To find the fraction of computers she has serviced, Barb writes this expression.

$$\frac{4}{10} + \frac{41}{100}$$

Which expression shows the next step in finding the sum?

A. $\frac{4}{10} + \frac{41}{10}$

B. $\frac{40}{100} + \frac{41}{100}$

C. $\frac{4}{100} + \frac{41}{100}$

D. $\frac{400}{100} + \frac{41}{100}$

5. Talia inflates balloons for a school festival. She inflates $\frac{46}{100}$ of the balloons in 1 hour. The next hour, she inflates $\frac{2}{10}$ of the balloons. What fraction of the balloons does Talia inflate in 2 hours?

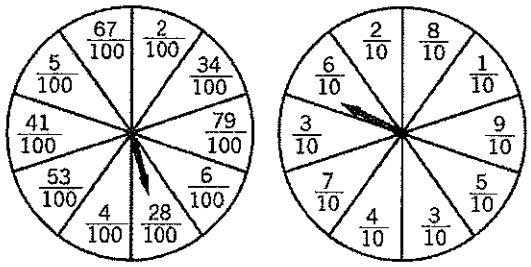
A. $\frac{48}{110}$

B. $\frac{48}{100}$

C. $\frac{66}{110}$

D. $\frac{66}{100}$

6. Charlie plays a game in math class. His teacher tells him to spin two different spinners and then find the sum. Charlie's spins are shown.



What is the sum?

A. $\frac{88}{100}$

B. $\frac{88}{110}$

C. $\frac{34}{100}$

D. $\frac{34}{110}$

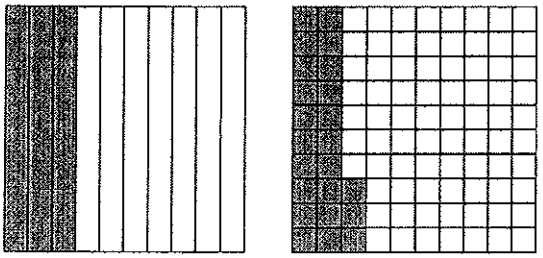
Name: _____

Unit 18 – Standard NC.4.NF.7

Instruction

Concept Application

1. Use the models to answer the question.



What do the models show?

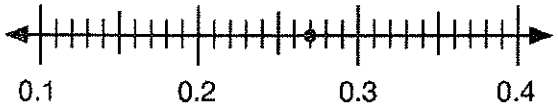
A. 0.3 > 0.23

B. 0.3 < 0.23

C. 2.3 > 3

D. 0.03 > 0.23

2. The point on the number line represents 0.27.



Which number is greater than 0.27?

A. 0.19

B. 0.2

C. 0.27

D. 0.3

3. Jack's math quiz has these comparisons. Which comparison is true?

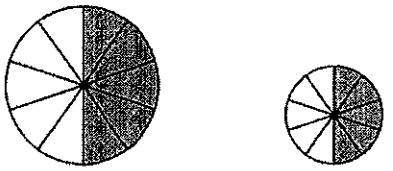
A. 0.73 > 0.8

B. 0.12 < 0.9

C. 0.46 < 0.43

D. 0.91 < 0.19

4. Florence and her brother, Anthony, each eat 0.5 of a pizza at lunch. The shaded parts of the diagram show the pizza they eat.



Florence's Pizza **Anthony's Pizza**

Which statement is true about the amounts of pizza Florence and Anthony eat?

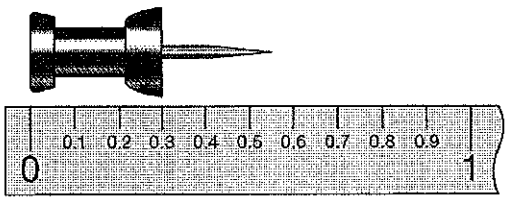
A. The amount Anthony eats is the same as the amount Florence eats because they each eat 0.5 of a pizza.

B. The amount Florence eats is the same as the amount Anthony eats because 5 slices is $\frac{1}{2}$ of 10 slices.

C. Florence eats more since her pizza is smaller than Anthony's pizza.

D. Florence eats more since her pizza is larger than Anthony's pizza.

5. Morrow has a ruler that is marked in tenths of an inch. She places a pushpin next to the ruler to measure the length of the pin. The picture shows an enlarged part of the ruler and the pin.



Which length is closest to the length of the pushpin?

A. 0.59 in **C.** 0.51 in

B. 0.55 in **D.** 0.50 in

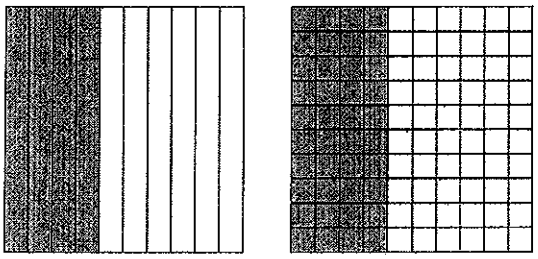
Instruction

Name: _____

Standard NC.4.NF.7 – **Unit 18**

Concept Practice

1. Use the models to answer the question.



What do the models show?

A. 0.4 < 0.40

B. 0.04 < 0.40

C. 0.4 = 0.40

D. 4.4 > 4.04

2. A snail moves 0.15 inch in 1 hour, and a worm moves 0.93 inch in 1 hour. Which number sentence shows how these two decimal numbers compare?

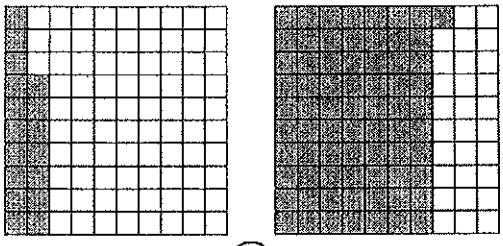
A. 0.15 > 0.93

B. 0.15 < 0.93

C. 0.93 < 0.15

D. 0.93 = 0.15

3. Pak's class has a lizard and a snake. Pak measures the lizard and discovers that it is 0.17 meters long. He also measures the snake and discovers it is 0.71 meters long. What symbol should be used to compare the two lengths?



A. <

B. >

C. =

D. +

4. Stan and Dave run as far as they can in one minute. Stan runs 0.2 mile. Dave runs farther than Stan. Which could be the distance Dave runs?

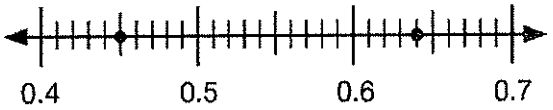
A. 0.03 mi

B. 0.19 mi

C. 0.20 mi

D. 0.23 mi

5. The points marked on the number line represent 0.45 and 0.64.



Which number sentence can be used to compare these two decimals?

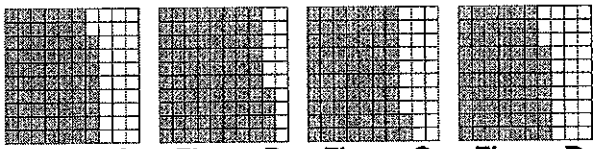
A. 0.45 > 0.64

B. 0.64 > 0.45

C. 0.45 = 0.64

D. 0.64 < 0.45

6. Each large square represents 1.



Which figure or figures are shaded to represent a decimal number greater than 0.7?

A. Figure A

B. Figure D

C. Figures B and C

D. Figures A, B, and C

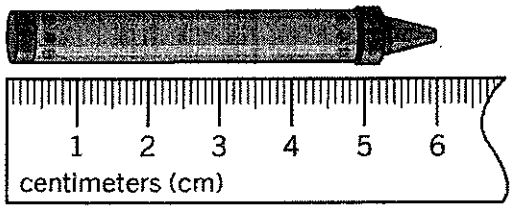
Name: _____

Unit 19 – Standard NC.4.MD.1

Instruction

Concept Application

1. Miranda has to measure the length of some objects for her math homework. What is the length of the crayon?



A. 3 cm

B. 4 cm

C. 5 cm

D. 6 cm

2. Jaclyn plans a party. She purchases 3 liters of soda. Her mother makes 2 liters of fruit punch. How many liters of drinks does Jaclyn have for her party?

A. 1 L

B. 2 L

C. 5 L

D. 6 L

3. The manager of the Grand Hotel wants to place a red carpet runner from the curb to the welcome counter. The manager measures and finds that it is 12 meters from the curb to the door of the hotel and another 15 meters from the door to the welcome counter. How many meters long does the carpet runner need to be?

A. 3 m

B. 27 m

C. 37 m

D. 180 m

4. The veterinarian predicts that Simon's new puppy will gain 145 grams each week. Based on that information, how much will the puppy gain in 8 weeks?

A. 153 g

B. 820 g

C. 1,120 g

D. 1,160 g

5. Ivan organizes a water balloon game. He has five 12-liter buckets filled with water. How much water does Ivan have?

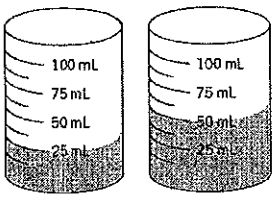
A. 17 L

B. 60 L

C. 125 L

D. 560 L

6. Kaylee mixed two kinds of liquid together for a science experiment. The picture shows the liquids she mixed.



How much liquid did Kaylee mix?

A. 75 L

B. 75 mL

C. 50 L

D. 25 mL

Instruction

Name: _____

Standard NC.4.MD.1 – **Unit 19**

Concept Practice

1. Trey's scout troop collected 35 kilograms of newspaper to recycle. This was 5 times the amount Trey collected by himself. How many kilograms of newspaper did Trey collect?

A. 40 kg

B. 30 kg

C. 7 kg

D. 5 kg

2. Adam's mother buys 3 liters of apple juice to serve at his party. Adam and his 5 guests each drink 120 milliliters of juice. How many milliliters of juice do Adam and his guests drink?

A. 720 mL

B. 600 mL

C. 360 mL

D. 40 mL

3. Zoe purchases 920 grams of beef for a barbecue. She plans to serve 8 people at the barbecue. How many grams of beef can each person have?

A. 110 g

B. 115 g

C. 120 g

D. 125 g

4. Clay volunteers to make banners for his school. He buys 204 centimeters of fabric for 6 banners. How many centimeters of fabric can Clay use for each banner?

A. 1,224 cm

B. 210 cm

C. 36 cm

D. 34 cm

5. Carolina's bird takes medicine 3 times a day. The eyedropper shows the amount for 1 dose of the medicine. How much medicine does Carolina's bird take in one day?

A. 4 L

B. 4 mL

C. 15 L

D. 15 mL

6. Dan runs 675 meters. Max runs 348 meters. How many more meters does Dan run than Max?

A. 237 m

B. 327 m

C. 333 m

D. 1,023 m

Name: _____

Unit 20 – Standard NC.4.MD.2

Instruction

Concept Application

1. A wall in Corey's room measures 5 meters. How many centimeters are in 5 meters?

A. 50 cm

B. 500 cm

C. 5,000 cm

D. 50,000 cm

2. Sedrick makes a table to show the relationship between grams and kilograms.

Kilograms	Grams
1	1,000
2	2,000
3	3,000
4	4,000
5	5,000

Which statement ***best*** describes the relationship shown in the table?

A. A gram is 1,000 times as much as a kilogram.

B. A kilogram is 1,000 times as much as a gram.

C. A kilogram is 100 times as much as a gram.

D. A gram is 100 times as much as a kilogram.

3. What is the relationship between 1 meter and 1 centimeter?

A. One meter is $\frac{1}{2}$ as long as 1 centimeter.

B. One meter is 10 times as long as 1 centimeter.

C. One meter is 100 times as long as 1 centimeter.

D. One meter is 1,000 times as long as 1 centimeter.

4. Mrs. Windom makes a punch recipe that calls for 3 liters of orange juice. How many milliliters of orange juice does Mrs. Windom need for a double recipe?

A. 6 mL

B. 3,000 mL

C. 4,500 mL

D. 6,000 mL

5. Jason drinks 2 liters of fluids every day. How many milliliters of fluids does Jason drink?

A. 2,000 mL

B. 200 mL

C. 20 mL

D. 2 mL

6. One of the monkeys at the local zoo has a mass of 7 kilograms. What is the mass of the monkey in grams?

A. 7,000 g

B. 1,000 g

C. 700 g

D. 70 g

Instruction

Name: _____

Concept Practice

Standard NC.4.MD.2 – **Unit 20**

1. When Aaron was born, his parents planted a tree. The tree has grown to be 8 meters tall. How many centimeters tall is Aaron's tree?

A. 8,000 cm

B. 800 cm

C. 80 cm

D. 0.8 cm

2. Joon bought 1 kilogram of bananas. How many grams of bananas did Joon buy?

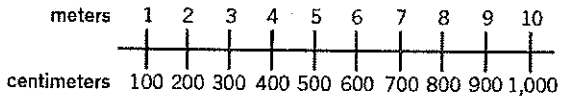
A. 1,000 g

B. 2,000 g

C. 3,000 g

D. 4,000 g

3. Use the model to answer the question.



Shelby jumped 2 meters in the standing broad jump. Which of these is the same as the distance Shelby jumped?

A. 100 cm

B. 150 cm

C. 200 cm

D. 250 cm

4. Rodney brought 1 liter of water to the track meet. After the meet, he had 236 milliliters of water left. How much water did Rodney drink during the track meet?

A. 764 mL

B. 874 mL

C. 876 mL

D. 864 mL

5. Claudia buys 2 meters of fabric to make costumes for the play. She uses a length of 84 centimeters for the first costume. How many centimeters of the fabric are left?

A. 284 cm

B. 184 cm

C. 126 cm

D. 116 cm

6. Veronica purchases 12 kilograms of apples. How many grams of apples does Veronica purchase?

A. 12 g

B. 120 g

C. 1,200 g

D. 12,000 g

Name: _____

Unit 21 – Standard NC.4.MD.8

Instruction

Concept Application

1. Melanie starts to exercise at 4:45 p.m. She plans to exercise for 50 minutes. What time will Melanie stop exercising?

A. 5:15 p.m.

B. 5:30 p.m.

C. 5:35 p.m.

D. 6:15 p.m.

2. It takes Chef Gray 2 hours to shop for groceries and 1 hour 40 minutes to prepare a meal. Chef Gray wants to serve the meal at 6:30 p.m. What time should Chef Gray begin shopping for groceries?

A. 2:50 p.m.

B. 3:10 p.m.

C. 3:50 p.m.

D. 4:10 p.m.

3. Caroline was dismissed from school at 3:15 p.m. She stayed after school for play practice for 2 hours 25 minutes. What time did Caroline complete play practice?

A. 4:30 p.m.

B. 4:40 p.m.

C. 5:10 p.m.

D. 5:40 p.m.

4. Neal rides the bus to visit his cousin in Centerville. The bus leaves his town at 2:40 p.m. The bus arrives in Centerville at 5:35 p.m. How long is Neal's bus ride?

A. 2 hours 5 minutes

B. 2 hours 55 minutes

C. 3 hours 15 minutes

D. 3 hours 90 minutes

5. Warren left his house at 10:20 Saturday morning. He rode his bike for 15 minutes to his soccer game. He played soccer for 1 hour, ate lunch with his team for 40 minutes, and rode 15 minutes back home. What time did Warren arrive back at his house?

A. 11:30 p.m.

B. 11:55 p.m.

C. 12:15 p.m.

D. 12:30 p.m.

6. Jia participates in several activities after school each week. The table shows the times of Jia's activities.

Jia's Schedule

Day	Activity	Time
Monday	Dance lesson	3:30–4:10
Tuesday	Choir practice	4:15–5:00
Thursday	Piano lesson	3:35–4:05
Friday	Soccer practice	4:30–5:45

Which of Jia's activities is scheduled for the least amount of time?

A. Dance lesson

B. Choir practice

C. Piano lesson

D. Soccer practice

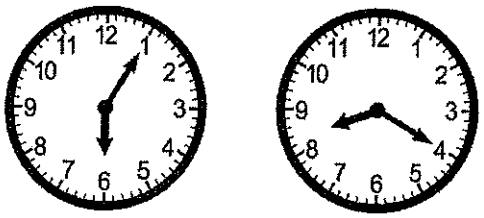
Instruction

Name: _____

Concept Practice

Standard NC.4.MD.8 – **Unit 21**

1. The clocks show the start and end times for a movie that Grayson and his family watched.



How long did the movie last?

A. 2 hours 15 minutes

B. 2 hours 25 minutes

C. 3 hours 15 minutes

D. 4 hours 25 minutes

2. Patricia completed her math test at 11:20 a.m. She worked on her math test for 1 hour 25 minutes. What time did Patricia begin her test?

A. 9:55 a.m.

B. 10:50 a.m.

C. 10:55 a.m.

D. 12:45 a.m.

3. Cherise's soccer practice began at 3:25 p.m. She practiced for 1 hour 45 minutes. What time did Cherise's soccer practice end?

A. 4:15 p.m.

B. 4:20 p.m.

C. 5:10 p.m.

D. 5:20 p.m.

4. Sophie was at the dentist for 45 minutes. She left the dentist at 11:10 a.m. What time did Sophie's appointment begin?

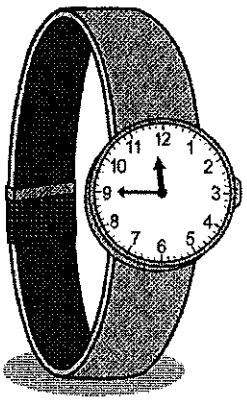
A. 10:25 a.m.

B. 10:55 a.m.

C. 11:40 a.m.

D. 11:55 a.m.

5. Araceli entered the skating rink at the time shown on the watch.



She left the skating rink 85 minutes later. What time did Araceli leave the skating rink?

A. 10:55

B. 12:30

C. 12:55

D. 1:10

6. Byron has basketball practice for 90 minutes on Saturday. Practice begins at 9:15 in the morning. What time does practice end?

A. 10:05 p.m.

B. 10:45 p.m.

C. 10:45 a.m.

D. 11:05 a.m.

Name: _____

Unit 22 – Standard NC.4.MD.3

Instruction

Concept Application

1. Mrs. Copeland purchases new carpet for a rectangular bedroom that measures 15 feet wide by 18 feet long. What is the area of the bedroom floor?

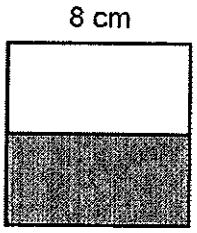
A. 270 sq. ft

B. 180 sq. ft

C. 108 sq. ft

D. 66 sq. ft

2. Half of the square shown is shaded.



not drawn to scale

What is the area of the shaded part of the square?

A. 64 sq. cm

B. 32 sq. cm

C. 24 sq. cm

D. 16 sq. cm

3. Keith's rectangular painting has a perimeter of 36 inches. The length of the painting is 8 inches. What is the width?

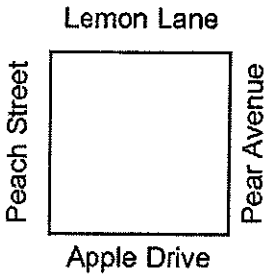
A. 4 in

B. 5 in

C. 10 in

D. 12 in

4. Every evening Candy walks around her neighborhood. The block she walks around is in the shape of a square.



What formula can Candy use to determine how far she walks each evening?

A. $P = 4 \times s$

B. $A = s \times s$

C. $P = 2 \times s$

D. $A = l \times w$

5. Which situation requires finding the area?

A. determining the number of sugar cubes in a box

B. determining the amount of paper needed to cover a bulletin board

C. determining the length of trim needed to go around the edge of a bulletin board

D. determining the number of jelly beans in a jar

6. Mrs. Gardner paves the sidewalk in front of her home with square tiles. The area of each tile is 100 square inches. Which equation can be used to find the length of one side of a tile?

A. $100 \div 4 = 25$

B. $100 \div 5 = 20$

C. $100 \times 10 = 1000$

D. $10 \times \square = 100$

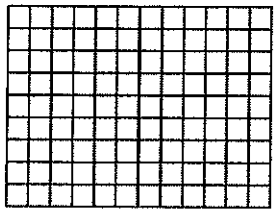
Instruction

Name: _____

Standard NC.4.MD.3 – **Unit 22**

Concept Practice

1. Chuck helps his dad lay tiles on a rectangular floor. The tiles measure 1 foot on each side.



not drawn to scale

What is the area of the floor?

A. 42 sq. ft **C.** 108 sq. ft

B. 84 sq. ft **D.** 130 sq. ft

2. Carmen plans to put edging around her rectangular flower bed. The width of the flower bed is 10 feet. The length is twice as long as the width. What is the perimeter of Carmen's flower bed?

A. 20 feet **C.** 60 feet

B. 30 feet **D.** 200 feet

3. Use the figures to answer the question.

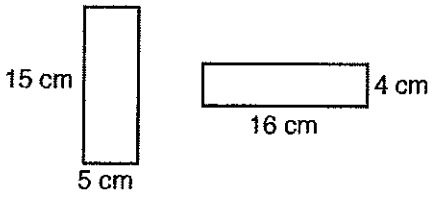


Figure 1 **Figure 2**

not drawn to scale

Which statement is ***not*** true?

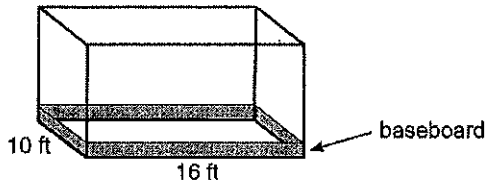
A. The area of Figure 1 is greater than the area of Figure 2.

B. The perimeter of Figure 1 is equal to the perimeter of Figure 2.

C. The perimeter of Figure 1 is greater than the perimeter of Figure 2.

D. The area of Figure 2 is 11 square centimeters less than the area of Figure 1.

4. Bradley calculates the amount of baseboard needed to go around the walls of the dining room. This figure shows the measurements of Bradley's dining room.



not drawn to scale

Which expression can be used to find the length of baseboard needed?

A. $2 \times 10 \times 16$

B. $10 \times (16 \times 10)$

C. $16 \times 10 + 10$

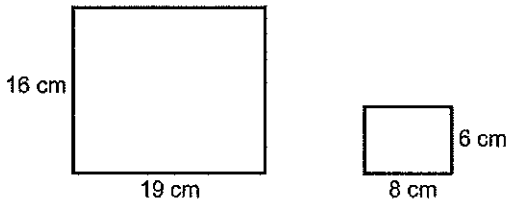
D. $(2 \times 10) + (2 \times 16)$

5. The floor of Sienna's bedroom is shaped like a square. The area of the floor is 144 square feet. What is the length of one side of the floor?

A. 9 ft **C.** 36 ft

B. 12 ft **D.** 72 ft

6. Addison's mother buys two picture frames. These rectangles represent the sizes of the two frames.



not drawn to scale

What is the difference in the areas enclosed by the picture frames?

A. 304 sq. cm **C.** 49 sq. cm

B. 256 sq. cm **D.** 48 sq. cm

Name: _____

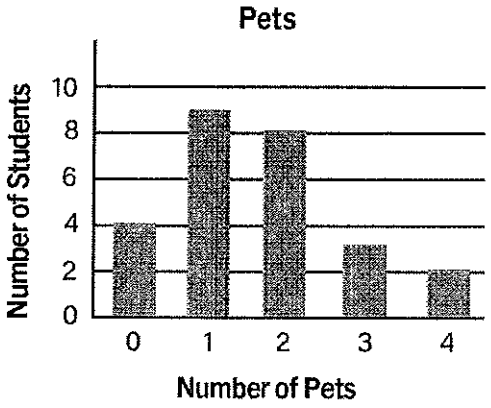
Unit 23 – Standard NC.4.MD.4

Instruction

Concept Application

Use the bar graph to answer questions 1 and 2.

Raj surveyed his classmates to determine the number of pets they have. Raj recorded the results on the bar graph.



1. How many students have 2 or 3 pets?

A. 5

B. 8

C. 10

D. 11

2. How many more students have 0 pets than 4 pets?

A. 1

B. 2

C. 4

D. 6

3. Raj collected numerical data. Which question could Raj ask for categorical data?

A. What kind of pet do you have?

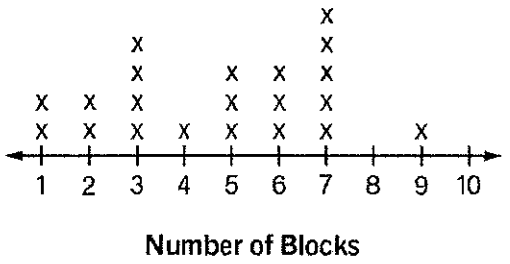
B. How long have you had a pet?

C. How much does your pet weigh?

D. How tall is your pet?

Use the line plot to answer questions 4–6.

Johanna surveyed her classmates and made the line plot to record the results.



4. What question could Johanna have asked her classmates?

A. Do you live on the same block as the school?

B. How many houses are on your block?

C. How many blocks from school do you live?

D. How many blocks do you live from the nearest store?

5. How many students live closer than 5 blocks to the school?

A. 3

B. 5

C. 9

D. 12

6. Based on the line plot, how many students were surveyed?

A. 5

B. 10

C. 18

D. 21

Instruction

Name: _____

Standard NC.4.MD.4 – **Unit 23**

Concept Practice

1. Owen surveyed his classmates. He collected numerical data. Which question did Owen ask his classmates?

A. What color is your hair?

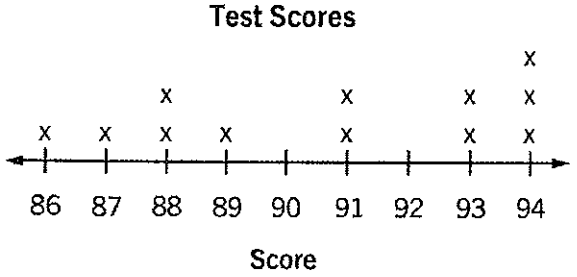
B. What kind of pet do you have?

C. What is your favorite kind of juice?

D. How tall are you in centimeters?

Use the line plot to answer questions 2 and 3.

Mrs. Allen made a line plot to show the scores on the math test her class took.



2. How many students scored between 88 and 92 on the test?

A. 3

B. 4

C. 5

D. 6

3. How many student scores did Mrs. Allen record on the line plot?

A. 7

B. 9

C. 12

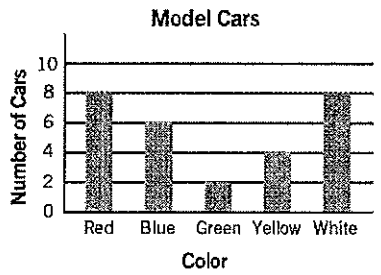
D. 94

4. Harry sorted his model cars by color and made a frequency table. Which graph matches the table?

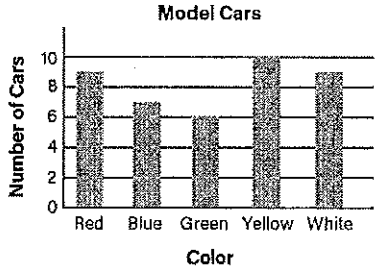
Model Cars

Color	Number
Red	8
Blue	6
Green	3
Yellow	5
White	6

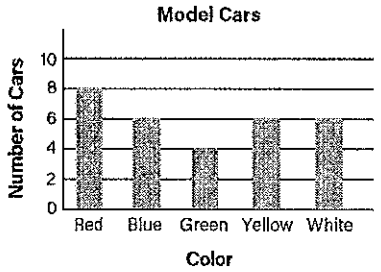
A.



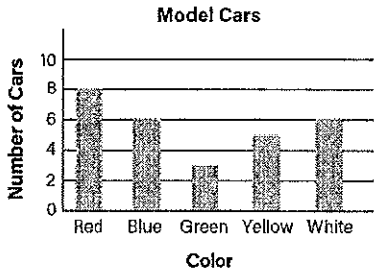
B.



C.



D.



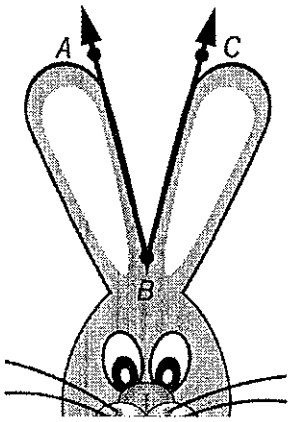
Name: _____

Unit 24 – Standard NC.4.MD.6

Instruction

Concept Application

1. The ears of a stuffed rabbit form an angle. Use a protractor to find the measure of $\angle ABC$.



What is the angle measure?

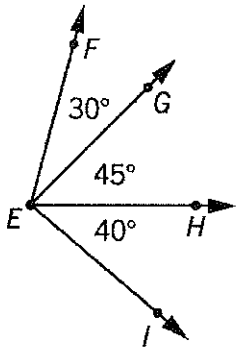
A. 50°

B. 40°

C. 30°

D. 20°

2. Use the figure to answer the question.



Which statement about the figure is ***not*** true?

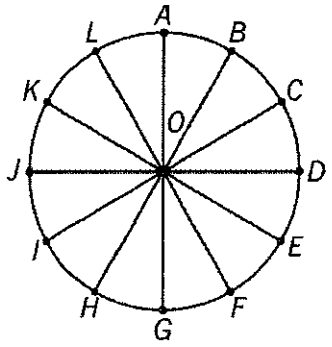
A. Angle *FEI* measures 105°.

B. Angle *FEH* measures 75°.

C. Angle *GEI* measures 85°.

D. Angle *IEG* measures 85°.

3. A Ferris wheel has 12 seats as shown by the points on the diagram. Each angle in the center of the circle measures 30°. Georgia gets on the Ferris wheel at point *G*. She moves in a clockwise direction from *G* to *K*.



What is the measure of the angle, $\angle GOK$, that Georgia moves from *G* to *K*?

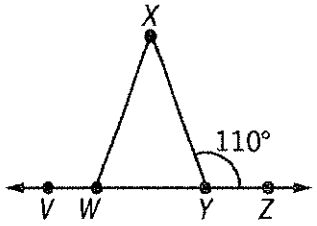
A. 60°

B. 120°

C. 150°

D. 360°

4. Jae draws a diagram of a stalagmite in a cave for science class. Using a protractor, Jae finds that the measure of $\angle XYZ$ is 110°.



Which statement could be true?

A. Jae knows that $\angle WYX$ measures 110°.

B. Jae knows that $\angle WYX$ measures 100°.

C. Jae knows that $\angle WYX$ measures 80°.

D. Jae knows that $\angle WYX$ measures 70°.

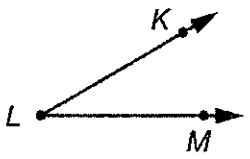
Instruction

Name: _____

Standard NC.4.MD.6 – **Unit 24**

Concept Practice

1. Use a protractor to find the measure of $\angle KLM$



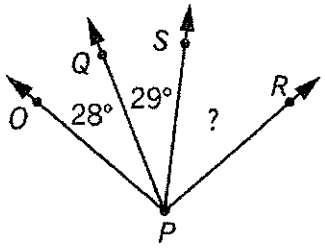
A. 20°

B. 45°

C. 30°

D. 150°

2. A fireworks specialist stands at point *P*. He shoots fireworks at different angles into the sky as shown in the diagram. Angle *OPR* measures 100°.



What is the measure of $\angle RPS$?

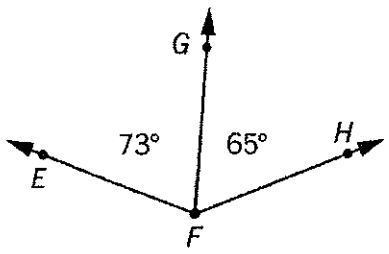
A. 53°

B. 43°

C. 30°

D. 28°

3. Mr. Barnes drew this diagram to show the angles at which the water sprinkler watered his backyard before starting back at its beginning position.



What is the measure of $\angle EFH$?

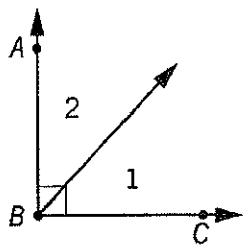
A. 8°

B. 45°

C. 90°

D. 138°

4. In this figure, ray *BA* and ray *BC* are perpendicular. The measure of $\angle 1$ is greater than the measure of $\angle 2$.



Based on the information given, which could be the measure of $\angle 2$?

A. 90°

B. 60°

C. 45°

D. 30°

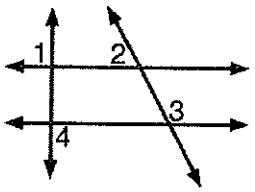
Name: _____

Unit 25 – Standard NC.4.G.1

Instruction

Concept Application

1. Which angle appears to be an acute angle?



A. Angle 1

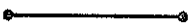
B. Angle 2

C. Angle 3

D. Angle 4

2. Which figure shows a ray?

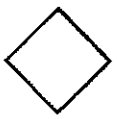
A. 

B. 

C.

D. 

3. Which figure appears to have exactly one pair of perpendicular line segments?

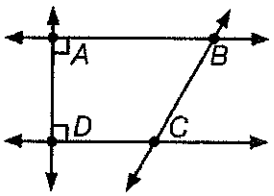
A. 

B. 

C. 

D. 

4. Which statement about the figure is true?



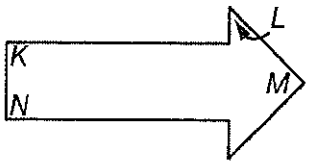
A. $\overline{AD}$ is parallel to $\overline{AB}$.

B. $\overline{DC}$ is parallel to $\overline{BC}$.

C. $\overline{AB}$ is perpendicular to $\overline{BC}$.

D. $\overline{AB}$ is perpendicular to $\overline{AD}$.

5. Which angle does ***not*** appear to be a right angle?



A. Angle *K*

B. Angle *L*

C. Angle *M*

D. Angle *N*

6. The figure shown is a parallelogram.

Which two angles are obtuse?

A. Angles 1 and 2

B. Angles 1 and 3

C. Angles 2 and 3

D. Angles 2 and 4

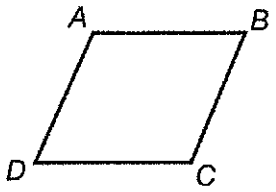
Instruction

Name: _____

Standard NC.4.G.1 – **Unit 25**

Concept Practice

1. Look at parallelogram *ABCD*.



Which statement is true?

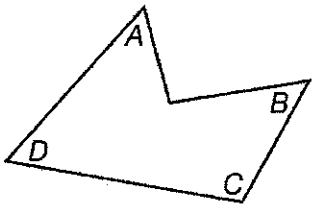
A. $\overline{AB}$ is parallel to $\overline{DC}$.

B. $\overline{AB}$ is parallel to $\overline{AD}$.

C. $\overline{AB}$ is perpendicular to $\overline{DC}$.

D. $\overline{AD}$ is perpendicular to $\overline{BC}$.

2. Use the figure to answer the question.



Which angle does ***not*** appear to be acute?

A. Angle *A*

B. Angle *B*

C. Angle *C*

D. Angle *D*

3. Which statement about the figure is true?

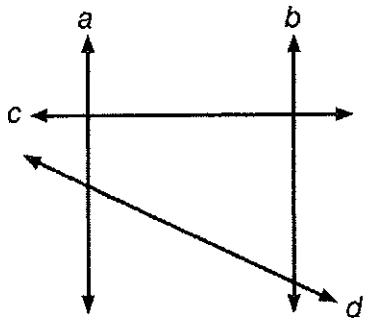
A. The figure appears to have four obtuse angles.

B. The figure appears to have four acute angles.

C. The figure appears to have four right angles.

D. The figure appears to have only right angles.

4. Which two lines intersect but do ***not*** appear to be perpendicular?



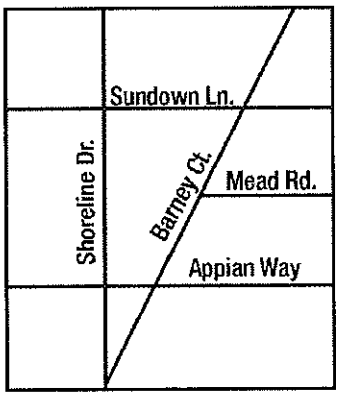
A. Lines *a* and *b*

B. Lines *a* and *c*

C. Lines *a* and *d*

D. Lines *c* and *b*

5. The map shows the streets in Derrick's neighborhood.



Which two streets appear to intersect at a right angle?

A. Barney Ct. and Mead Rd.

B. Appian Way and Mead Rd.

C. Barney Ct. and Shoreline Dr.

D. Shoreline Dr. and Appian Way

Name: _____

Unit 26 – Standard NC.4.G.2

Instruction

Concept Application

1. Mrs. Marshall drew three figures. She asked her students to make an observation about the figures. Which observation is correct?

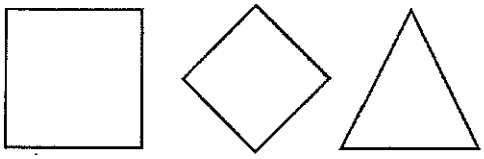


Figure 1 Figure 2 Figure 3

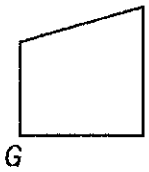
A. Figure 3 has only acute angles.

B. All the figures appear to have right angles.

C. Figure 1 contains only obtuse angles.

D. There is only one right angle in Figure 2.

2. What type of angle does angle *G* appear to be?



G

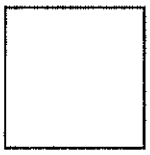
A. obtuse

B. right

C. acute

D. straight

3. Which statement about this square is ***not*** true?



A. The figure has only two perpendicular sides.

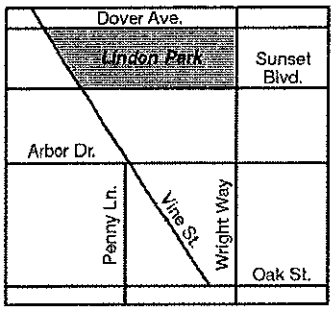
B. The figure has four right angles.

C. The figure is a rectangle.

D. The figure is a quadrilateral.

Use the map to answer questions 4 and 5.

Devon examined this map of his neighborhood.



4. Which streets appear to form a right triangle?

A. Penny Ln., Vine St., and Sunset Blvd.

B. Oak St., Wright Way, and Arbor Dr.

C. Sunset Blvd., Vine St., and Wright Way

D. Vine St., Oak St., and Penny Ln.

5. What shape is formed by the streets that border Lindon Park?

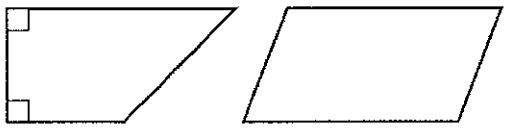
A. parallelogram

B. rectangle

C. trapezoid

D. pentagon

6. Which statement about the figures is ***not*** true?



A. They are both quadrilaterals.

B. They both appear to have at least one pair of parallel sides.

C. They both have two acute angles.

D. They both have at least one obtuse angles.

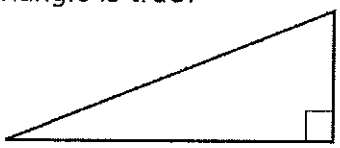
Instruction

Name: _____

Standard NC.4.G.2 – **Unit 26**

Concept Practice

1. Which statement about the angles in a right triangle is true?



A. All the angles are right angles.

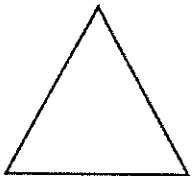
B. One angle is a right angle, and the other two angles are obtuse angles.

C. Two angles are acute angles, and the other angle is a right angle.

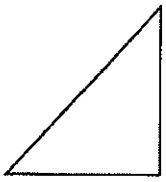
D. Two angles are right angles, and the other angle is an acute angle.

2. Which triangle appears to be an equilateral triangle?

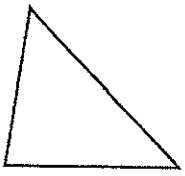
A.



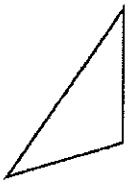
C.



B.



D.



3. Which statement about this triangle is ***not*** true?

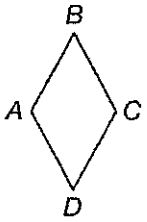
A. It appears to have no right angles.

B. It appears to have two acute angles.

C. It is a polygon.

D. It appears to have two obtuse angles.

4. This figure is a rhombus.



Which statement about the figure is true?

A. $\overline{AB}$ is parallel to $\overline{BC}$.

B. $\overline{AB}$ is parallel to $\overline{DC}$.

C. $\overline{AD}$ is perpendicular to $\overline{BC}$.

D. $\overline{AB}$ is perpendicular to $\overline{BC}$.

5. Mr. Reese asks students to identify polygons in which all the sides always have equal lengths. Which polygons always have sides of equal lengths?

A. rhombus and square

B. equilateral triangle and isosceles triangle

C. rhombus and rectangle triangle

D. rectangle and isosceles triangle

Name: _____

Unit 27 – Standard NC.4.G.3

Instruction

Concept Application

1. Which letter has a line of symmetry?

A. G

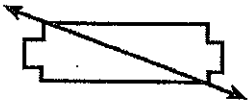
B. S

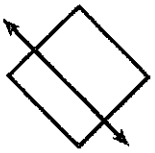
C. A

D. J

2. Which figure shows a line of symmetry?

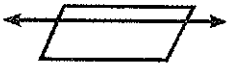
A. 

B. 

C. 

D. 

3. Which figure does ***not*** show a line of symmetry?

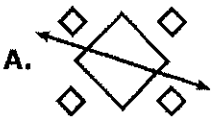
A. 

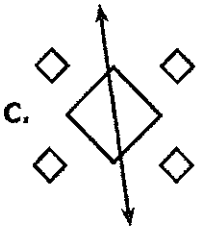
B. 

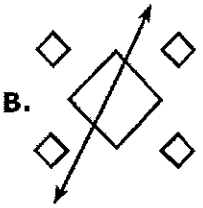
C. 

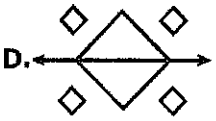
D. 

4. Which picture shows a line of symmetry?

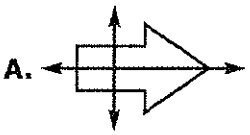
A. 

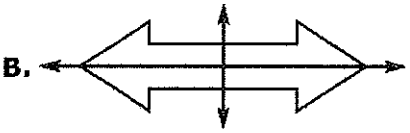
C. 

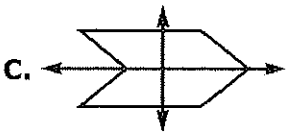
B. 

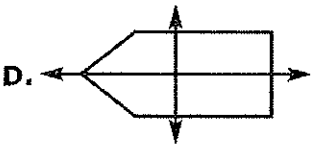
D. 

5. Which figure shows two lines of symmetry?

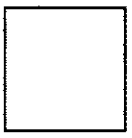
A. 

B. 

C. 

D. 

6. How many lines of symmetry does the square have?



A. 4

C. 2

B. 3

D. 1

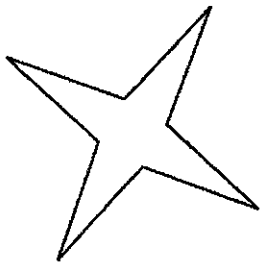
Instruction

Name: _____

Standard NC.4.G.3 – **Unit 27**

Concept Practice

1. How many lines of symmetry does this figure have?



A. 0

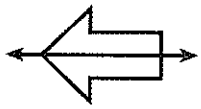
B. 1

C. 2

D. 4

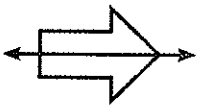
2. Which figure does ***not*** show a line of symmetry?

A.

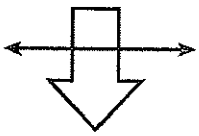


B.

C.

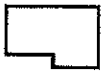


D.

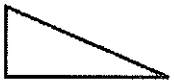


3. Which polygon has a line of symmetry?

A.



C.



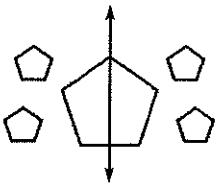
B.

D.

4. Which figure shows a line of symmetry?

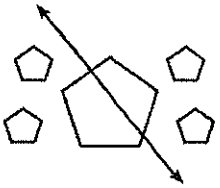
A.

B.

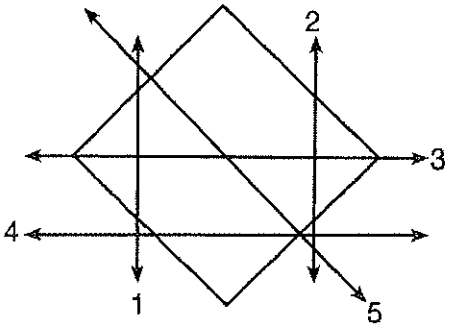


C.

D.



5. Look at the rectangle and lines.



Which line is a line of symmetry for the rectangle?

A. Line 1

B. Line 2

C. Line 3

D. Line 4