

## Welcome Home

Joel and Amy stood on the tarmac, holding their father's hands. His grasp was tighter than usual. A marching band rehearsed off to the side of the crowd. Everyone looked up to the sky, waiting for the plane to come into view. Some of the grownups held little flags. Some had bunches of flowers wrapped in red, white and blue ribbons. A few were crying, but most of them were smiling.

It had been eight months since they had seen their mother. That's if you don't count the pictures she e-mailed them online. In the pictures, she was in her uniform, with her hair tucked under her hat. Sometimes there were other soldiers in the photos. Amy was thinking they were all somebody's mother, father, sister, brother, son, or daughter.

Joel was only 4. He had not understood why their mother had gone off to war. Amy was used to her mother being in the army. She just never thought that the army would travel so far away from the base outside of town. At 10 years old, Amy had taken over reading bedtime stories to Joel. She missed their mother. She remembered when her parents had told her that her mother had to go away for a while. Amy tried to be brave about it. She tried not to think about what life was like in a war.

And now, as they waited at the airport, time seemed to stand still. Then the slow drone of a plane grew louder and louder. The band snapped to attention. The plane touched down, a few hundred yards away. When it came to a stop, it seemed that no one breathed. Then the door opened, and the soldiers stepped out onto a deck. In the blur of movement, Sergeant Green found her family. To Amy, their spot on the ground seemed like an island. They were alone--the whole family together, just hugging one another.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Amy and Joel hadn't seen their mother in

- A. 4 months
- B. 6 months
- C. 8 months
- D. 18 months

2. Which of the following sentences best describes the role Amy played in her family while her mother was away?

- A. It had been eight months since Amy and Joel had seen their mother.
- B. Amy thought about the other soldiers and what role they played in their family back home.
- C. Amy read bedtime stories to Joel and tried to be brave and not think about war.
- D. Amy was used to her mother being in the army, but Joel didn't understand war.

3. Read the following sentence from the passage: "And now, as they waited at the airport, time seemed to stand still."

What is the author trying to convey to the reader?

- A. They had been waiting at the airport for two hours, and then the clock stopped working.
- B. They were so eager to see their mom that it felt like time was not passing.
- C. They were waiting so long for the plane, and they couldn't tell what time it was.
- D. They had not seen their mother in eight months, and then the plane was delayed.

4. Read the following sentence: "In the blur of movement, Sergeant Green found her family."

In this sentence the word **blur** means

- A. something that cannot be seen clearly
- B. an object that moves slowly
- C. something that moves suddenly
- D. an object that stays in motion all the time

5. The primary purpose of this passage is to describe

- A. the sound of a plane as it approaches the airport and lands on a runway
- B. the way a brother and sister might act at an airport when they are nervous and excited
- C. how a family gets ready to go to the airport and then watches a plane land
- D. thoughts of a family as they wait for someone to return home from war

6. How were the people at the airport honoring the soldiers coming home?

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7. How might you describe how Amy, Joel and their dad felt while waiting at the airport? Use evidence from the text to support your answer.

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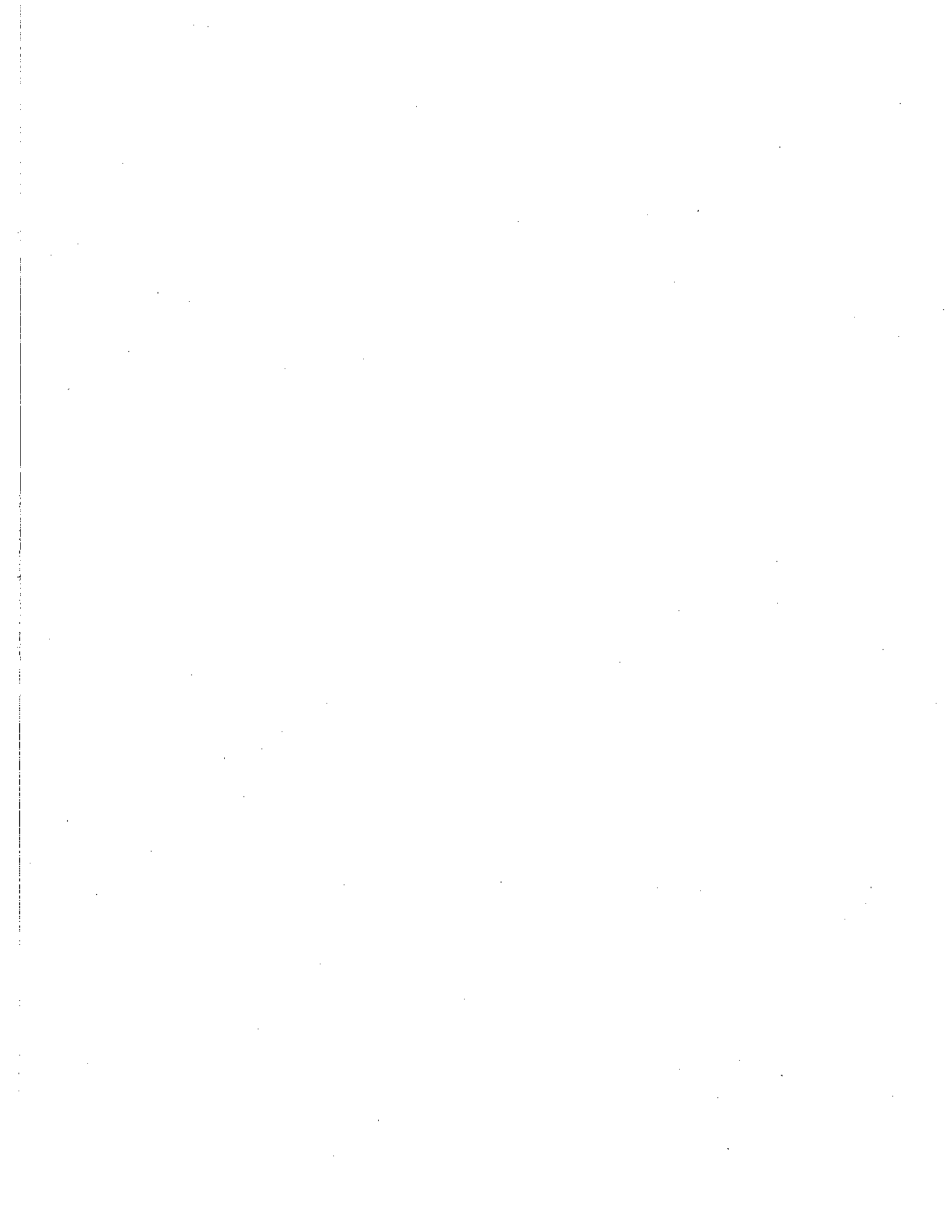
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8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Amy missed her mother, \_\_\_\_\_ she tried to be brave when she knew her mother was going away.

- A. now
- B. but
- C. instead
- D. after



# Battle of the Bots

by ReadWorks

Alex set down the screwdriver with a slam. "There! We've finished it!" he said. Alex looked around at his three teammates. The four of them had been working together to build a robot for the last three months. Now the robot was complete, and they had given it a name: Athena. Battle of the Bots was the state's biggest robot competition, and it was starting in two days. The team had finished just in time.

"Are you sure?" Alyssa asked. "Don't you think we could still improve some things?"

"No!" cried everyone else in unison. Alyssa always wanted to keep adding things to the robot. She had come up with some great ideas; the razor defense mechanism had been her suggestion. She had also figured out a way to attach the robot's wheels so that it could roll over its opponent. But now there was no time left. They needed to stop building and prepare their strategy.

Each year the state put on Battle of the Bots. It was a showdown to see which school could build the competition's winning robot. For a full day, the robots faced off in an arena. By the end of the day, the arena would be filled with mechanical arms and levers from the defeated robots. The team that built the winning robot would receive \$5,000.

Alex looked at his group. If they split the prize evenly, that would be \$1,250 each. What would everyone else do with \$1,250? He knew that he would save his for camp that summer. Alyssa would probably use hers to buy more tools-she was always building something. Alex shook himself. This was not the time to be daydreaming about the prize. They still needed to design a strategy so that they could win the competition.

"Alright, guys," said Alex. "How are we going to beat the Cougars?" The Cougars had won the competition for the last two years. Last year their robot, "The Destroyer," had won Battle of the Bots in record time. Large, scissor-like jaws had chomped down the competition.

"I have an idea," said Kumar. "I've been watching videos from last year's competition. I noticed something. The Cougars use the same strategy every year."

Kumar's brother Arif nodded and chimed in. "The Cougars always build a robot that is big and strong. It wins through force. But usually their robot isn't very fast," Arif explained.

"Our robot is fast," Alyssa said, thoughtfully.

"Exactly!" Kumar said. "We need to use our speed to beat them. And I have a plan for how to do it." Kumar explained his plan to the group and they began to prepare.

Two days later, the team gathered at Battle of the Bots. Alyssa was chewing on her nails. Alex was so nervous he felt sick. Arif was pacing back and forth. Only Kumar looked calm. "Don't worry guys," he said. "The plan will work. Athena will win."

The competition began, and Athena was winning all of her battles. The team had designed her for speed, and she was able to outpace her opponents. Several of Alyssa's secret weapon designs proved deadly for the competition. The bad news was that the Cougars' robot was doing equally well. Once again the Cougars had built an enormous, powerful robot. This year they called the robot "The Avenger." By the end of the day, The Avenger and Athena were the only two robots remaining.

"Finalists, could you please come to the main arena and prepare your robots?" said the announcer. "We will begin the Final Death Match in five minutes." Alex and the team walked down to the main arena. Alex could feel his heart pounding in his chest. Athena was half the size of The Avenger-could their robot really win?

The match began, and the two robots moved towards each other. The Avenger lunged for Athena, but the small robot was too quick for him. Athena circled behind The Avenger and, before the larger robot had time to turn, Athena hit The Avenger from behind. There was the harsh sound of metal cutting metal and then silence. The Avenger lay on the ground. Athena had cut the wires connecting the body of the robot to its wheels. Not only had they won, but they had won in record time.

Alex, Alyssa, Kumar and Arif all hugged. "Now it's time for the real question," said Alex. "How will we spend that \$5,000?"

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What is the Battle of the Bots?

- A. the place where Alex and his teammates complete Athena
- B. a summer camp
- C. a school that has built a robot called "The Avenger"
- D. a robot competition

2. What is the climax of this story?

- A. Kumar explains his plan to win the Battle of the Bots by using Athena's speed.
- B. Alyssa asks whether some things about Athena could be improved.
- C. Athena battles against The Avenger in the Final Death Match.
- D. Alex and his teammates finish building Athena.

3. Read this paragraph from the story.

"The match began, and the two robots moved towards each other. The Avenger lunged for Athena, but the small robot was too quick for him. Athena circled behind The Avenger and, before the larger robot had time to turn, Athena hit The Avenger from behind. There was the harsh sound of metal cutting metal and then silence. The Avenger lay on the ground. Athena had cut the wires connecting the body of the robot to its wheels. Not only had they won, but they had won in record time."

What can be concluded from these sentences?

- A. Athena's speed helps her beat The Avenger.
- B. Athena's strength helps her beat The Avenger.
- C. The Avenger's speed helps him beat Athena.
- D. The Avenger's strength helps him beat Athena.

4. How do the members of Alex's team interact with each other?

- A. They keep secrets and lie to each other.
- B. They disagree with each other and get into fights.
- C. They ignore each other and work separately.
- D. They listen to each other and work together.

5. What is a theme of this story?

- A. Speed and strength are equally important.
- B. Strength can be more important than speed.
- C. Winning is more important than teamwork.
- D. Speed can be more important than strength.

6. Read this paragraph from the story

"Finalists, could you please come to the main arena and prepare your robots?" said the announcer. "We will begin the Final Death Match in five minutes." Alex and the team walked down to the main arena. Alex could feel his heart pounding in his chest. Athena was half the size of The Avenger- could their robot really win?

What feeling might the author be trying to create in the reader with the last three sentences of this paragraph?

- A. anger
- B. confidence
- C. suspense
- D. fear

7. Choose the answer that best completes the sentence.

The Avenger is bigger than Athena; \_\_\_\_\_, he is not as fast.

- A. however
- B. later on
- C. including
- D. for example



8. Kumar has been watching videos from last year's competition. What does he notice?

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9. Describe the Cougars' strategy.

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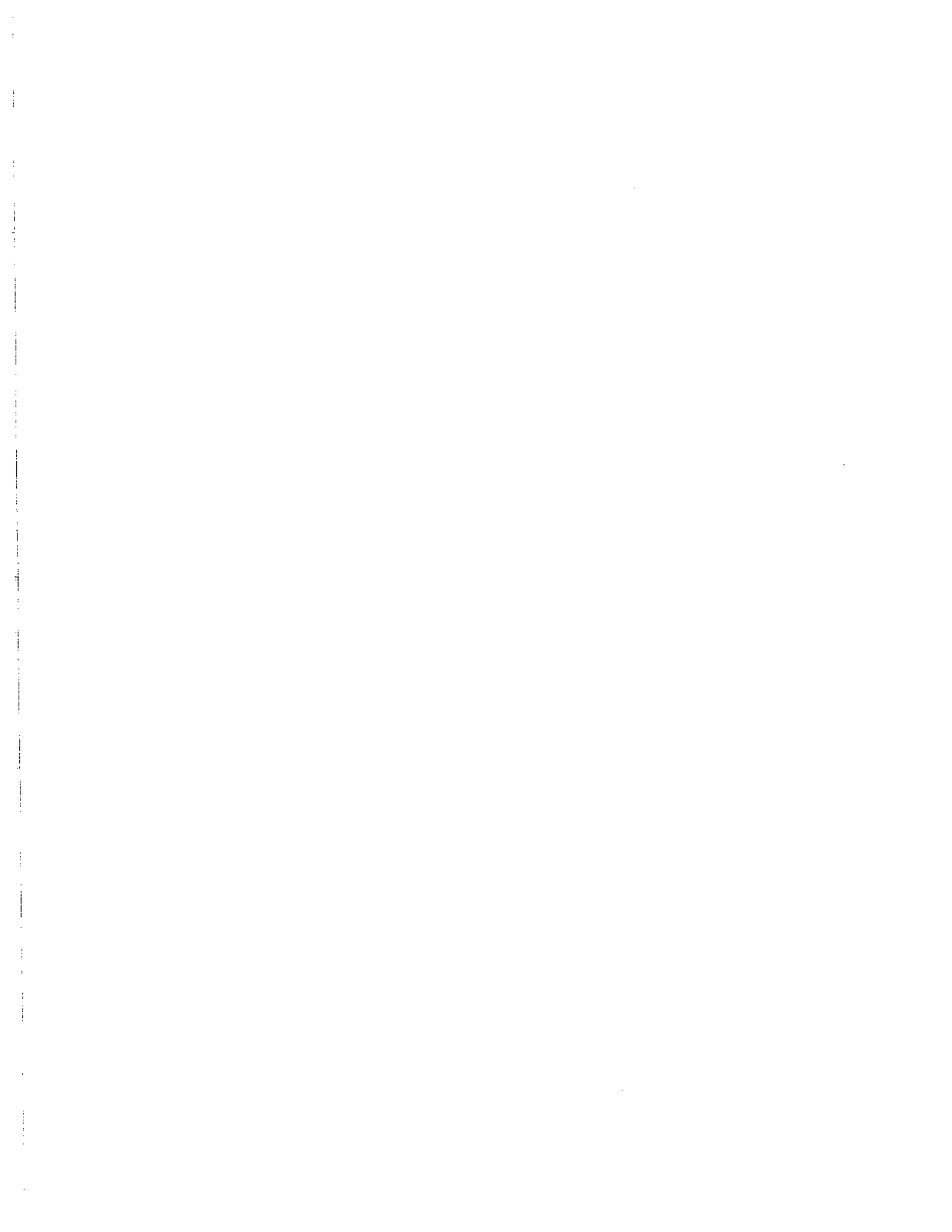
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10. Does knowing the Cougars' strategy help Alex's team defeat them in the Battle of the Bots? Explain why or why not, supporting your answer with evidence from the text.

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# Grandma's House

by Rachel Howard



The sun was just peeking through the curtains in Emily and Hannah's room when their mom called upstairs to wake them. "It's time to go to Grandma's!" she said.

Emily groaned and looked over at her twin sister, who was rubbing her eyes. "I don't want to go to Grandma's house," Emily said grumpily.

"Me neither," Hannah said. She sat up and stretched. "But maybe Uncle Joe will be there."

Uncle Joe was their favorite. He always brought them chocolate chip cookies from the bakery he owned.

"Yeah, maybe," Emily said. She hated going to their Grandma's house. It smelled like an old person, and there was plastic on all the couches, which stuck to their legs whenever they wore shorts and tried to get up. Their Grandma was also very deaf, so they had to talk right in her ear whenever they needed to tell her something. Mostly when Emily and Hannah went over to their Grandma's house, they whispered to each other and let their mom talk to Grandma.

Hannah went to the bathroom to brush her teeth, and Emily reluctantly got out of bed. She got dressed quickly and went downstairs for breakfast. Their mom was sitting at the table with a steaming cup of coffee and the newspaper in front of her.

"Morning, Em," she said.

"Hi, Mom." Emily pulled out the cereal she and Hannah liked and poured two bowls before sitting at the table next to their mom.

"Excited to see Grandma?"

"Yeah, kind of," Emily said, in between bites. She knew it would hurt her mom's feelings if her mom knew how uncomfortable she was at their grandmother's house. It was better not to tell her.

Hannah came running down the stairs and started eating quickly, shoveling the cereal into her mouth. "Sorry I'm late, Mom!" she said.

Emily rolled her eyes. Hannah was always the good one. She was even wearing a nice dress to go to Grandma's house. Emily looked down at her old jeans with holes at the knees and the lumpy sweater she had pulled out of her closet.

"You're not late," their mom said. She closed the newspaper and took a long drink of coffee. "I really appreciate you guys going over to Grandma's today. I have a ton of Christmas presents to buy, and I know Grandma will appreciate the company."

Hannah smiled, but Emily felt her stomach drop. They would be at Grandma's house alone? Emily finished her breakfast slowly and took her empty bowl to the sink.

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"Bye!" their mom called, waving from the car before she drove away. Emily and Hannah walked up the long driveway to their grandma's house.

"This is going to be so weird," Emily said.

"It'll be fine, Emily. Maybe Grandma will let us watch TV," Hannah said, swinging her arms. Emily didn't understand why Hannah was so optimistic. Grandma, like their mom, "didn't believe in television."

When they got to the front door, Hannah rang the bell. They could hear the loud ring reverberate through Grandma's house and had to wait a long time until they heard Grandma's shuffling steps walking to the front door.

"Hi, girls," Grandma said. She opened the door and Hannah and Emily walked in, dutifully kissing her on the cheek as they passed into the dark house. They waited in the foyer, not

quite knowing where to go or what to do. After their grandma had locked the door carefully, they followed her into the kitchen, where they all sat at the table.

"Are you girls hungry?" Grandma said, looking from one to the other.

Emily wasn't sure if she could tell them apart. Both she and Hannah shook their heads.

"Okay, well there's something I want to show you," Grandma said. "Will one of you go get that album over there?" She pointed to a thick, brown photo album that was on the kitchen counter. Hannah got up and brought it to the table, placing it right in front of Grandma.

Their grandma opened the album and the spine cracked. "These are pictures of your mom when she was a little girl," Grandma said. Hannah moved closer to Grandma, and even Emily was curious. She pushed her chair closer to Grandma's and looked over her shoulder as she showed them pictures of their mom's childhood.

A few hours later, they heard a loud honk, which meant that their mom was back to pick them up. Emily and Hannah hugged their grandma, and for the first time they felt really close to her.

As they walked down the long driveway, Hannah grabbed Emily's hand. "That wasn't so bad, was it?" she said.

"No," Emily said. She smiled at her sister.

When they got in the car, Emily thought about how she, Hannah, and their mom had the same way of raising one eyebrow when they were happy. Today she had noticed that Grandma had that same habit, too.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Where do Emily and Hannah go in the story?

- A. shopping with Mom
- B. Uncle Joe's house
- C. Grandma's house
- D. to a restaurant

2. What main problem do Emily and Hannah face?

- A. They don't want to go to Grandma's house.
- B. They don't want to look at old photographs.
- C. They don't want to go shopping with their mom.
- D. They do not get along well with each other.

3. Emily is uncomfortable going to Grandma's house without her mom. What evidence from the story supports this conclusion?

- A. Emily does not want to hurt her mom's feelings, so she pretends to like Grandma's house.
- B. Emily does not understand why Hannah is so optimistic about visiting Grandma.
- C. Usually Emily and Hannah whisper to each other while Mom talks to Grandma.
- D. Emily's stomach drops when she learns she and Hannah will be alone.

4. How do Emily and Hannah feel about seeing old pictures of her mother?

- A. bored
- B. interested
- C. unhappy
- D. excited

5. What is this story mostly about?

- A. two sisters who end up enjoying a visit at their grandma's house
- B. why two sisters feel uncomfortable visiting their grandma alone
- C. why visiting relatives is a good thing to do
- D. two sisters who visit their grandma and Uncle Joe

6. Read the following sentences:

"Bye!" their mom called, waving from the car before she drove away. Emily and Hannah walked up the long driveway to their grandma's house.

"This is going to be so weird," Emily said.

"It'll be fine, Emily. Maybe Grandma will let us watch TV," Hannah said, swinging her arms. Emily didn't understand why Hannah was so **optimistic**: Grandma, like their mom, "didn't believe in television."

What does "**optimistic**" most nearly mean?

- A. uninterested
- B. disappointed
- C. hopeful
- D. excited

7. Choose the answer that best completes the sentence below.

Emily is very unhappy about visiting Grandma's house. \_\_\_\_\_, Hannah is much more optimistic about the visit.

- A. Finally
- B. Especially
- C. Such as
- D. In contrast

8. What does Grandma show Emily and Hannah?

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**9.** Why does Emily hate going to Grandma's house?

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**10.** Explain how and why Emily's attitude toward visiting Grandma changes during the story.

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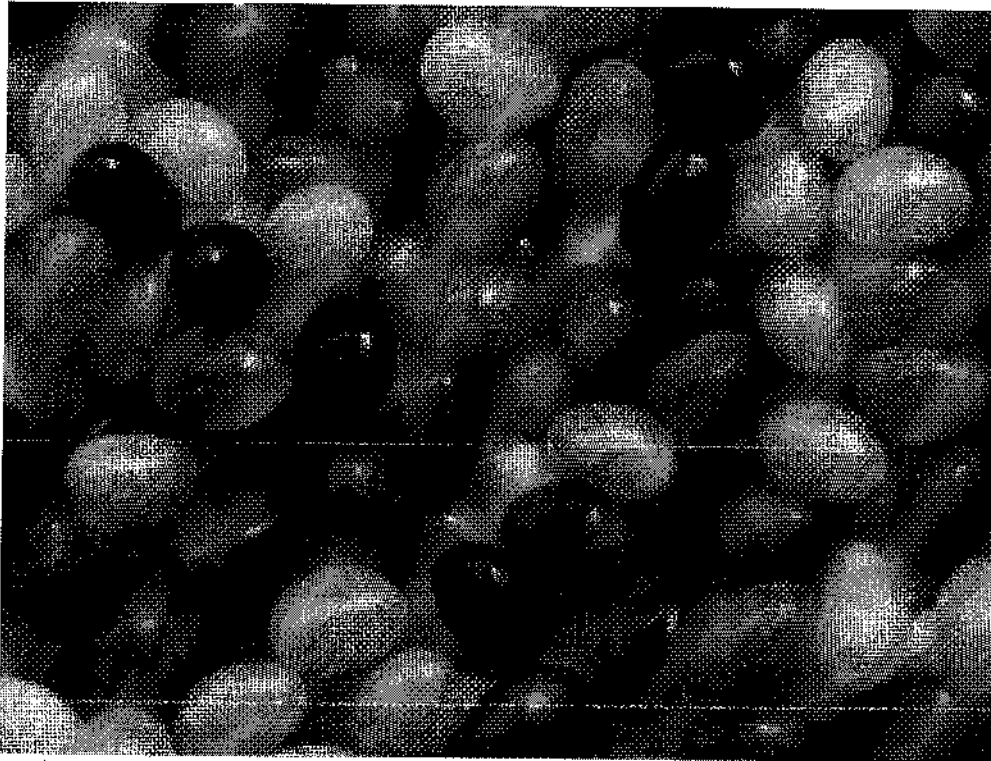
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# A Kid In A Candy Store

by W.M. Akers



It wasn't the candy he wanted. It was the skateboard. Tommy had been staring at it for weeks, every day on his way home from school, admiring it through the window of the skate shop on Market Street. It was a longboard—a serious skateboard, not meant for tricks or speed, but for long rides down hills, on busy roads, or all the way across town. This was a skateboard that could change Tommy's life forever. No longer would his parents have to pick him up after school, or at the movies or the mall. The longboard would be able to take him home.

It was ocean blue, with chrome wheels and an elaborate drawing of a rocket ship on the underside. Each time he pressed his face against the glass of the skate shop, he felt himself fall into that picture, and his dreams of riding the longboard became mixed up with dreams of interstellar travel. He wasn't just going to the mall. He was going to Mars, to Alpha Centauri, to anywhere in the galaxy he felt like. He was going to conquer the stars.

Or he would have, anyway, if his dad weren't such a cheapskate. There's something about fathers that makes it impossible for them to understand skateboards.

"Dad," Tommy said. "It's the world's finest skateboard. It could change my life forever."

"That's great," said Dad. "I'm all for kids having hobbies. But that's an expensive little toy, and -"

"It's not a toy!" Tommy felt himself about to lose his temper. If he shouted, he knew he would never come close to owning his board. He collected himself. "It's a whole new way of life. When you were my age, what was the thing you wanted more than anything else? The thing you dreamed about? The thing you promised yourself you would get, no matter what?"

"A Black Shadow."

"A what?"

"A Vincent Black Shadow-the world's finest motorcycle. A more beautiful piece of machinery has never been designed."

"So yeah, this board is like the Vincent Black Shadow for the 21st Century. So you see why I have to have it."

"You know what my dad told me when I asked for a Black Shadow?"

"What?"

"Nothing. I didn't ask him, because I knew he'd think it was nothing more than an expensive toy. I went out, got a job, and started saving."

"Man," said Tommy. "I was afraid you'd say something like that."

"Dads are the worst, aren't they?"

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Tommy walked up and down Market Street looking for someplace to work. The pizzeria wasn't hiring. The coffee shop said he was too young. The comic book store said he didn't have enough experience.

"But how can I get experience," Tommy asked, "if nobody will give me a job?!" The comic book clerk didn't answer. Tommy composed himself, said thank you, and left.

The only store with a "HELP WANTED" sign was the one he had been dreading most: Orson's Confectionaries. The candy store.

Whoever thinks that all kids love candy stores has never been to Orson's. It had been in the town since the dawn of time, and hadn't been updated much since. A dark, winding dungeon

of a store, its shelves were filled with jars of weird, sticky gums and sucking candies so hard they could crack your teeth. Over all of it stood Mr. Orson, a hard-eyed skeleton of a man whose long grey hair and baggy clothes made him look like an out-of-work wizard.

Tommy didn't know how the confectionary stayed in business. He'd never seen a kid go in or out, and he'd never heard anyone talk about buying something there. How could that store turn a profit? And why would a store with no customers need an extra employee? Tommy didn't want to find out, but the skateboard demanded he try. He pushed on the creaky old door, sucked in his breath, and plunged in.

"How may I help you?" said Mr. Orson. He sounded like a snake with a cold.

"I, uh, uh...I-"

"You're looking for sweets?"

"No, well, uh-"

"Some raspberry rope, perhaps?"

"No thank you. Actually, I-"

"A chocolate lover, are we? Perhaps you'd prefer a chunk of Carlsberg Chew? It's the finest dark chocolate made in Germany. It has real hazelnuts inside!"

"That sounds good, but actually-"

"I see," said Mr. Orson, and his eyes went wide. His mouth crinkled up like a dead leaf, and Tommy got the impression that he was either about to scream at him, or sneeze. "I understand completely now."

"Understand what?"

"You are a boy...with a sour tooth." He reached behind him, to the highest shelf on a rickety bookcase, and presented Tommy with a star-shaped, tiny yellow candy. "Try this. A Sunburst Express-a sour candy of my own design."

"Yeah?"

"Free of charge."

Tommy licked his lips. If there was one thing in life he loved more than skateboarding, it was sour candy. The grosser the better, he thought. A candy wasn't any good unless it made you

squeeze your face together, shut your eyes, and want to cry. That's how you knew it was nice and sour.

"It's pretty sour?"

"It will make your tongue turn inside out."

Tommy reached for the candy and popped it into his mouth. At first, he tasted nothing. But then, as he began to chew, it was like an oil tanker had spilled in his throat. His gums were on fire. His tonsils were tap-dancing. And his tongue...his tongue felt like it was about to turn itself inside out!

"Oh my goodness!" he gasped. "This is the best candy I ever tasted."

"Why thank you," said Mr. Orson. "Have a sip of Fizzberry Soda. It will ease the sensation. Now, you're looking for a job?"

"How did you know?"

"I could just tell. Desperate for a new toy, are you?"

"It's not a toy! It's...well, yes. That's right."

"The Sunburst was a test. I don't want anyone working here who doesn't love sour sweets."

"I love 'em more than anything!" Tommy remembered the skateboard. "Well, practically anything."

"Good," said Mr. Orson, as he handed Tommy an apron. "Then you'll be getting your new toy very soon indeed."

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What does Tommy think could change his life forever?

- A. a piece of chocolate
- B. a comic book store
- C. a skateboard
- D. a motorcycle

2. A problem in this story is that Tommy wants a skateboard but does not have the money to buy one. How does he try to solve this problem?

- A. He tries to solve this problem by dreaming about a trip to Mars.
- B. He tries to solve this problem by getting a job.
- C. He tries to solve this problem by staring through the window of the skate shop.
- D. He tries to solve this problem by going to the mall.

3. Tommy stares at the skateboard through the window of the skate shop for weeks. After his dad refuses to buy the skateboard for him, Tommy gets a job so that he can buy it himself.

What can be concluded from this information?

- A. Tommy is serious about getting the skateboard and will work hard to do it.
- B. Tommy is heartbroken and has given up all hope of getting the skateboard.
- C. If Tommy does not make enough money at his job to buy the skateboard, he will steal it.
- D. Tommy will lose interest in the skateboard a few weeks after starting his job.

4. What do Tommy and his dad have in common?

- A. Both Tommy and his dad think raspberry rope is the best candy in the world.
- B. As boys, both wanted a skateboard built for long rides on roads and down hills.
- C. As boys, both wanted a motorcycle known as a Vincent Black Shadow
- D. As boys, both wanted something that their fathers would not buy for them.

5. What is a theme of this story?

- A. friendship
- B. honesty
- C. determination
- D. giving up

6. Read the following sentences: "How could that store turn a profit? And why would a store with no customers need an extra employee? Tommy didn't want to find out, but **the skateboard demanded he try.**"

What does the phrase "**the skateboard demanded he try**" mean?

- A. Tommy wanted the skateboard so much that he decided to try.
- B. The skateboard spoke to Tommy in a dream and told him to try.
- C. Tommy has spent so much time thinking about the skateboard that he is starting to imagine things.
- D. The skateboard has a recorder and speaker that can play voice messages.

7. Choose the answer that best completes the sentence below.

Tommy wants a skateboard; \_\_\_\_\_, he wants a longboard.

- A. specifically
- B. on the other hand
- C. before
- D. therefore

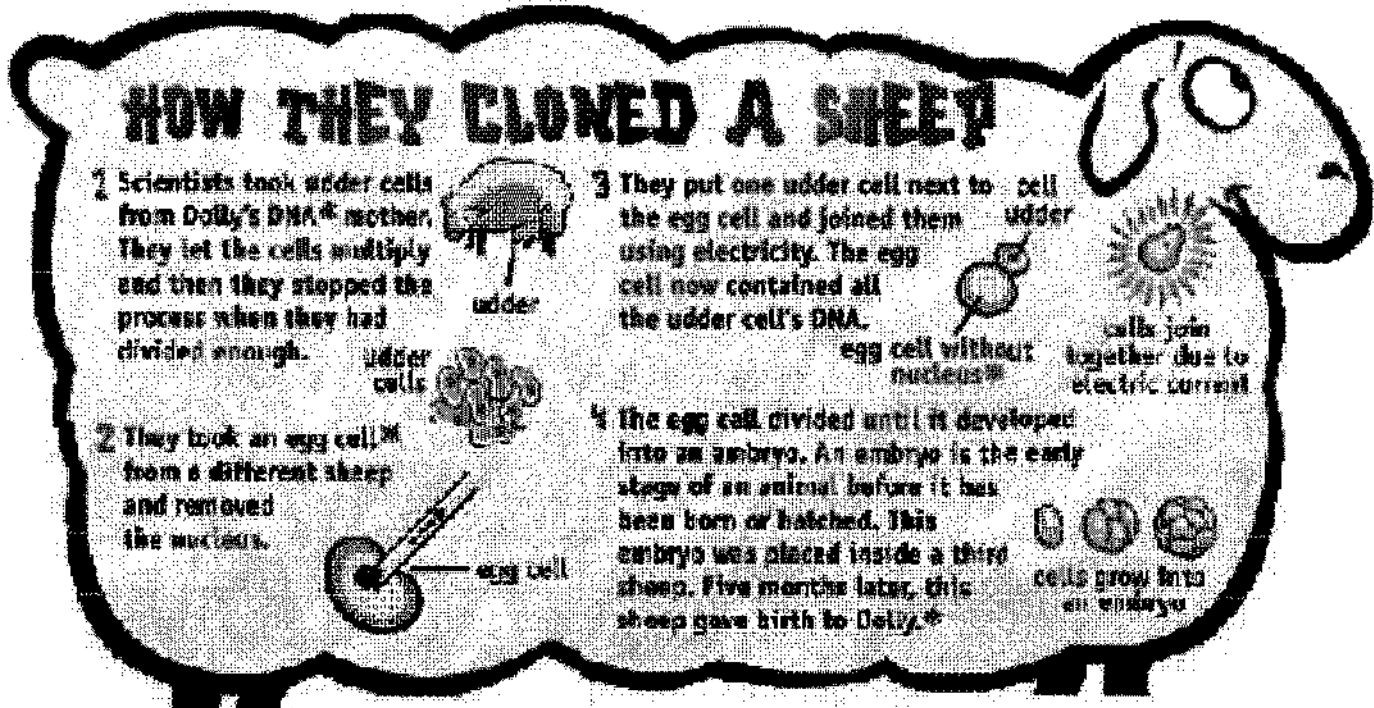
8. What kind of candy does Mr. Orson give Tommy to try?

9. Tommy asks how Mr. Orson knew he was looking for a job. What is Mr. Orson's reply?

10. How could Mr. Orson tell that Tommy was looking for a job? Support your answer with evidence from the passage.

# How They Cloned A Sheep

This text is provided courtesy of the American Museum of Natural History.



*How they cloned a sheep*

1. Scientists took udder cells from Dolly's DNA mother. They let the cells multiply and then they stopped the process when they had divided enough.
2. They took an egg cell from a different sheep and removed the nucleus.
3. They put one udder cell next to the egg cell without a nucleus and joined them using electricity. The egg cell now contained all the udder cell's DNA.
4. The egg cell divided until it developed into an embryo. An embryo is the early stage of an animal before it has been born or hatched. This embryo was placed inside a third sheep. Five months later, this sheep gave birth to Dolly.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What did scientists remove from the egg cell of a sheep?

- A. the nucleus
- B. the embryo
- C. DNA
- D. udder cells

2. This passage describes the sequence of events involved in cloning a sheep. What happened after the scientists took udder cells and an egg cell from different sheep?

- A. The egg cell was joined to an udder cell using electricity.
- B. The embryo was placed inside another sheep.
- C. Scientists took udder cells from Dolly's DNA mother.
- D. The egg cell divided until it formed an embryo.

3. As part of the process of cloning a sheep, scientists placed the embryo inside a sheep, which eventually gave birth to Dolly. Based on this evidence, what conclusion can be made?

- A. Cloning a sheep requires many egg cells and udder cells.
- B. An embryo can develop into an animal on its own, outside another animal's body.
- C. The embryo had to develop inside a "mother" sheep for a period of time.
- D. The embryo has to develop in the "DNA mother's" body for the cloning process to be successful.

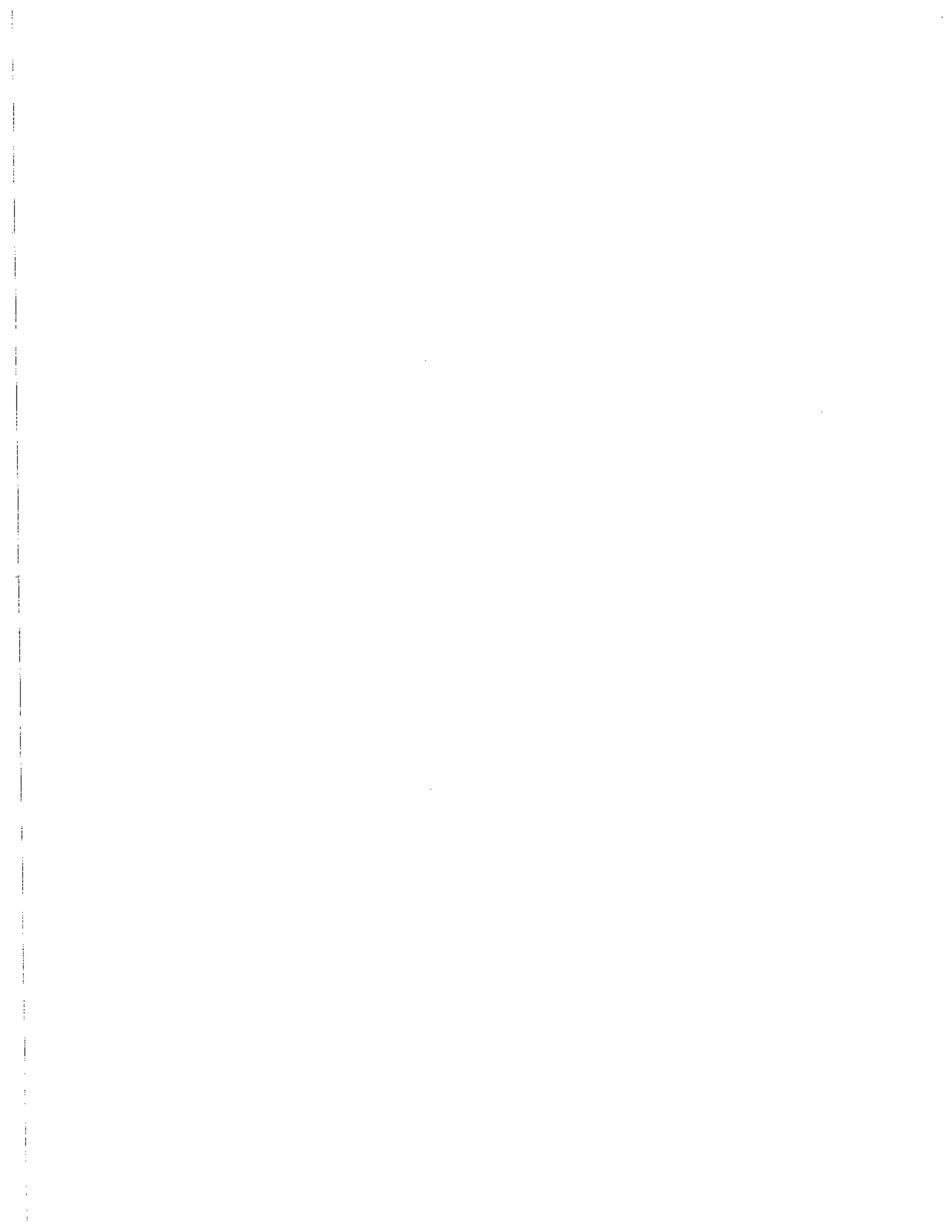
4. Based on the information in the text, what can you infer about the process of cloning a sheep?

- A. Cloning cannot be done more than once.
- B. Cloning a sheep can happen overnight.
- C. Cloning does not happen naturally in sheep.
- D. Cloning is the easiest way to produce sheep.



5. What is the main idea of this text?
- A. An embryo is the early stage of an animal before it has been born or hatched.
  - B. Dolly's DNA mother provided the udder cells that helped scientists make Dolly.
  - C. Scientists cloned a sheep using udder cells from one sheep and an egg cell from another.
  - D. Udder cells and egg cells can be joined together using an electric current.
6. In describing the steps in the process of cloning a sheep, the author includes pictures with labels and captions in addition to the text. Why might the author have included these pictures?
- A. to show the actual size of an egg cell, udder cell, and embryo
  - B. to illustrate the meaning of words or concepts that are explained in the text
  - C. to highlight information that is not part of the process of cloning a sheep
  - D. to fill up the space so that the author would not have to include more text
7. Choose the answer that best completes the sentence:
- "The udder cell and the egg cell were joined using electricity. \_\_\_\_\_, the egg cell contained all the udder cell's DNA."
- A. As a result
  - B. On the other hand
  - C. However
  - D. Instead
8. To begin the process of making Dolly, scientists took udder cells from which sheep?
9. How many different sheep did it take to make Dolly?
10. Usually, people refer to the animal that gave birth to a baby as the baby's mother. Why might the author have called the sheep that provided the udder cells Dolly's "DNA mother"?

Support your answer with evidence from the text.





Solve each problem.

1)  $\frac{1}{2} \times \frac{1}{2} =$

2)  $\frac{1}{4} \times \frac{3}{5} =$

3)  $\frac{1}{2} \times \frac{4}{5} =$

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

5)  $\frac{2}{5} \times \frac{1}{3} =$

6)  $\frac{1}{2} \times \frac{4}{5} =$

7)  $\frac{2}{3} \times \frac{1}{2} =$

8)  $\frac{1}{2} \times \frac{1}{5} =$

9)  $\frac{3}{5} \times \frac{3}{4} =$

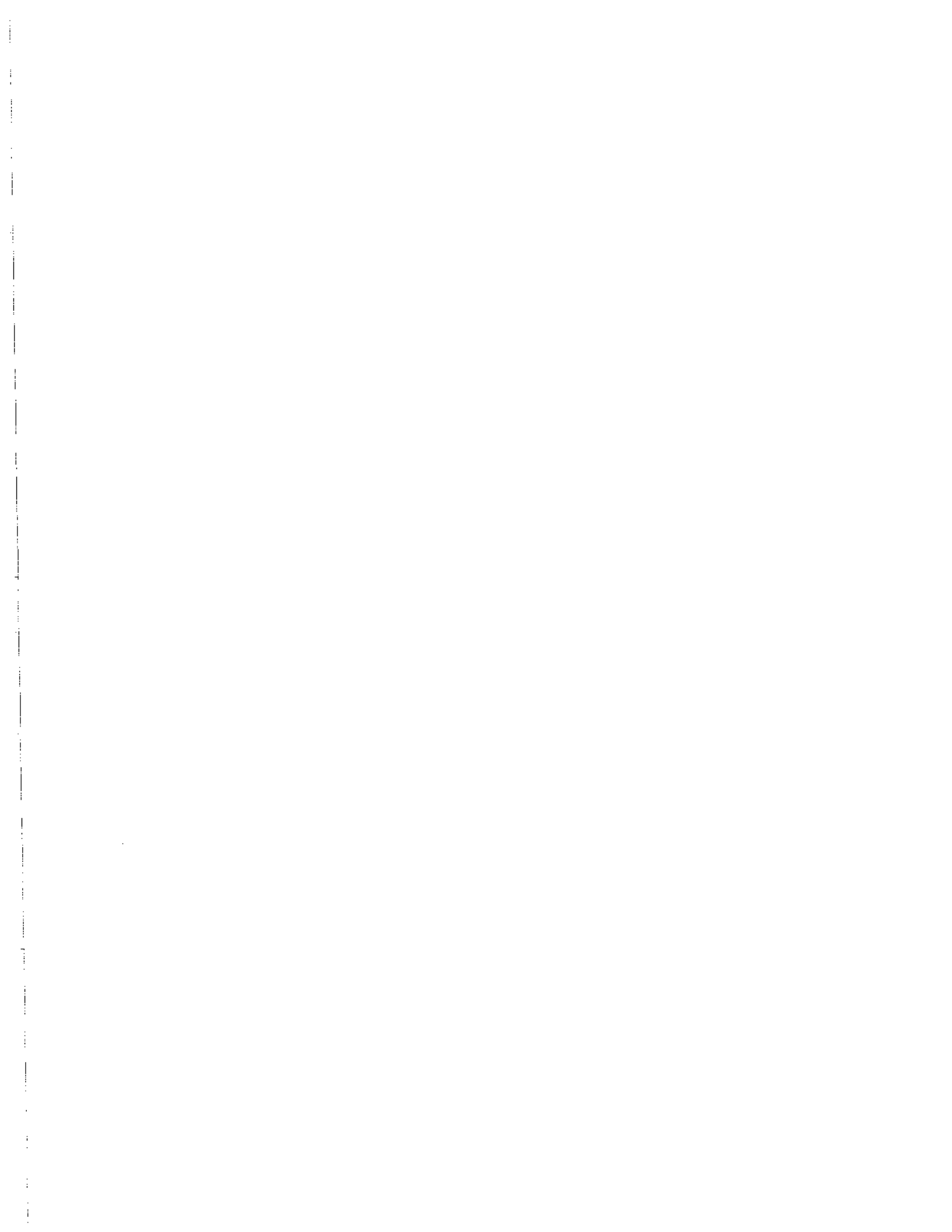
10)  $\frac{1}{3} \times \frac{2}{4} =$

11)  $\frac{1}{2} \times \frac{1}{5} =$

12)  $\frac{2}{4} \times \frac{1}{4} =$

Answers

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_





Solve each problem. Write the answer as a mixed number fraction (if possible).

1)  $\frac{2}{5} - \frac{1}{3} =$

2)  $\frac{4}{5} - \frac{1}{2} =$

3)  $\frac{10}{12} - \frac{2}{3} =$

4)  $\frac{1}{2} - \frac{1}{5} =$

5)  $\frac{8}{10} - \frac{2}{4} =$

6)  $\frac{4}{6} - \frac{1}{12} =$

7)  $\frac{3}{6} + \frac{3}{8} =$

8)  $\frac{10}{12} + \frac{1}{2} =$

9)  $\frac{4}{5} + \frac{5}{12} =$

10)  $\frac{5}{6} + \frac{6}{12} =$

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

12)  $\frac{7}{8} + \frac{8}{10} =$

**Answers**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

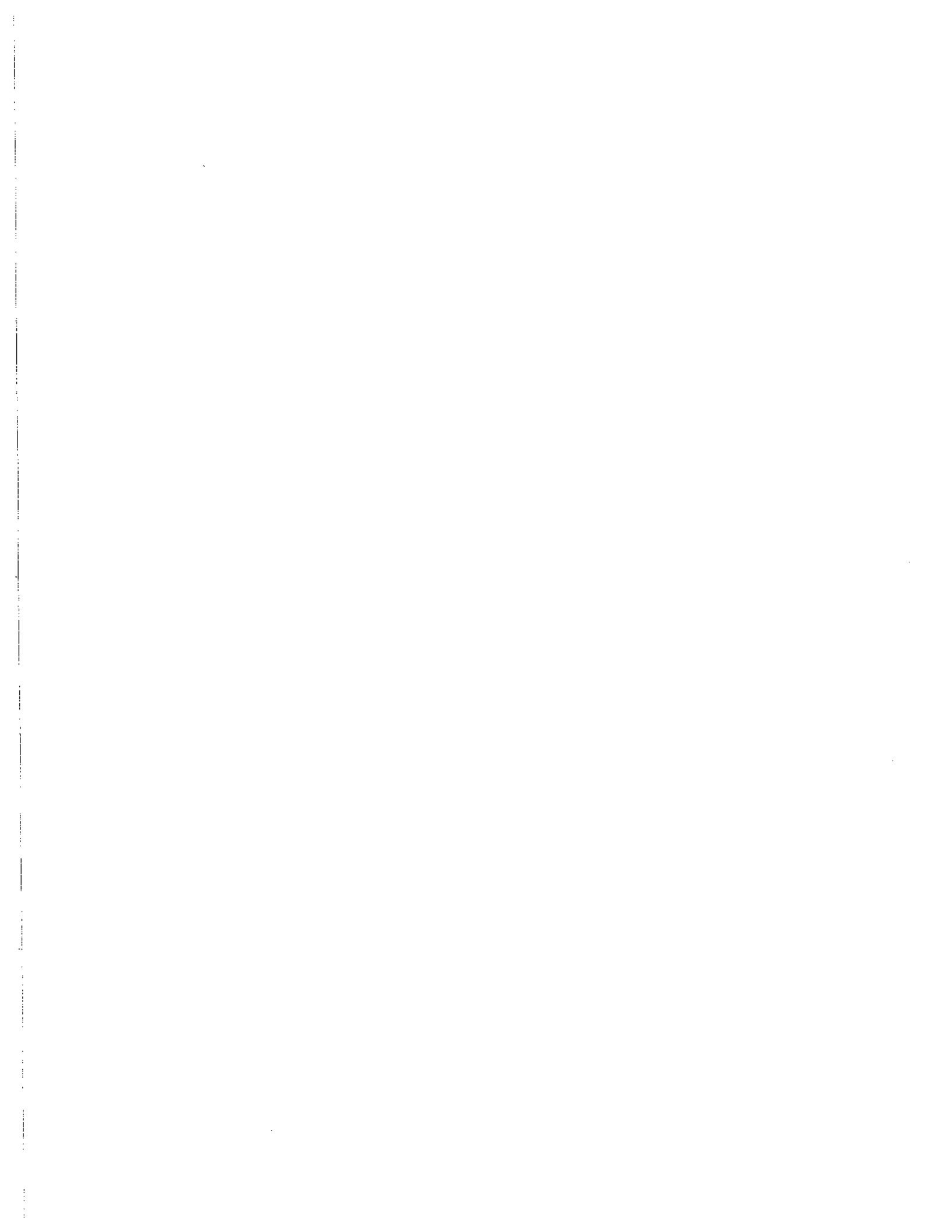
8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_





Solve each problem. Round your answer to the nearest whole number.

1)  $9.1 \overline{) 3576}$

2)  $.77 \overline{) 136.9}$

3)  $.50 \overline{) 8675}$

Answers

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

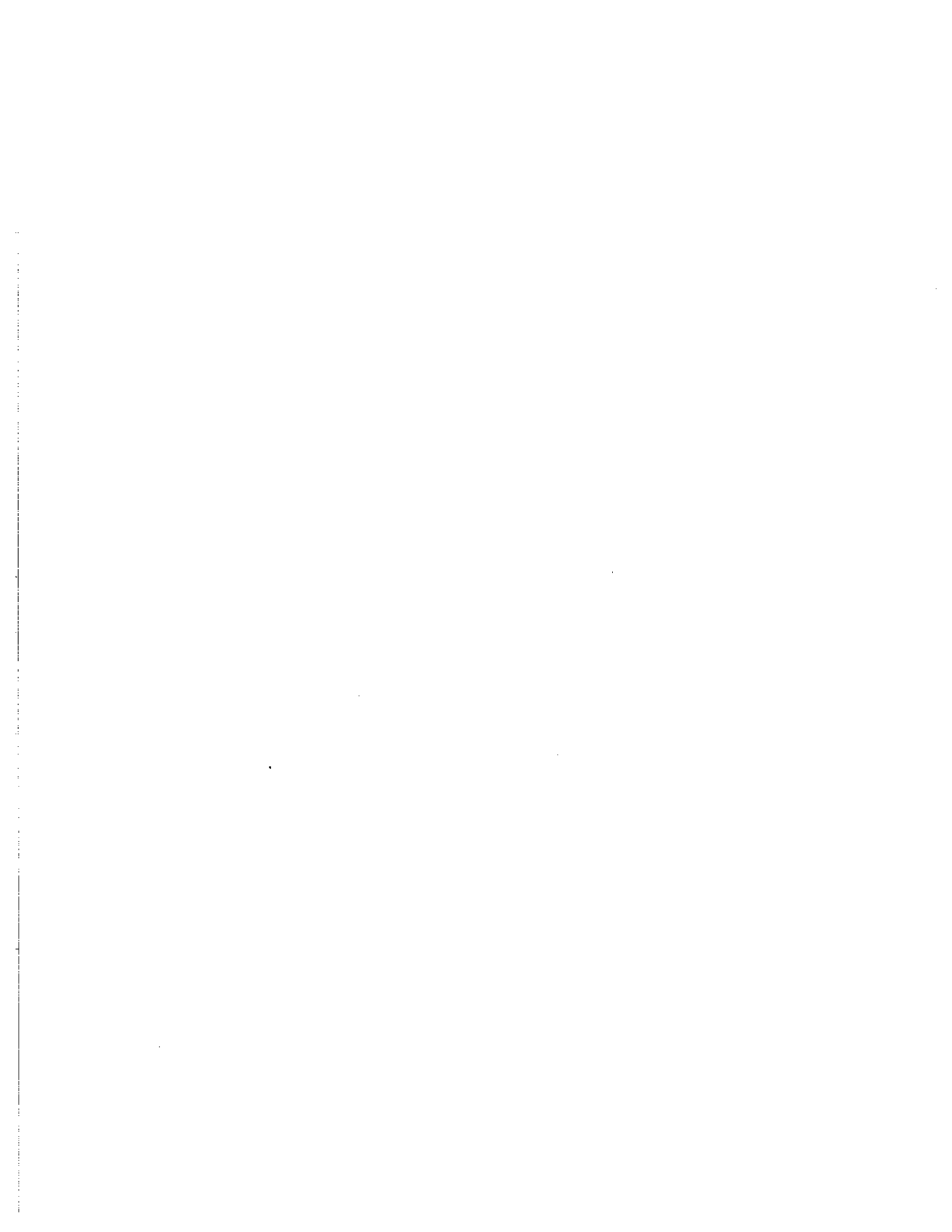
5. \_\_\_\_\_

6. \_\_\_\_\_

4)  $8.2 \overline{) 8688}$

5)  $.99 \overline{) 6475}$

6)  $8.4 \overline{) 711.9}$







Solve each problem.

1)  $6 \overline{) 372}$

6	3	7	2

2)  $4 \overline{) 975}$

4	9	7	5

3)  $7 \overline{) 939}$

7	9	3	9

4)  $6 \overline{) 118}$

6	1	1	8

5)  $6 \overline{) 144}$

6	1	4	4

6)  $6 \overline{) 864}$

6	8	6	4

7)  $6 \overline{) 710}$

6	7	1	0

8)  $7 \overline{) 721}$

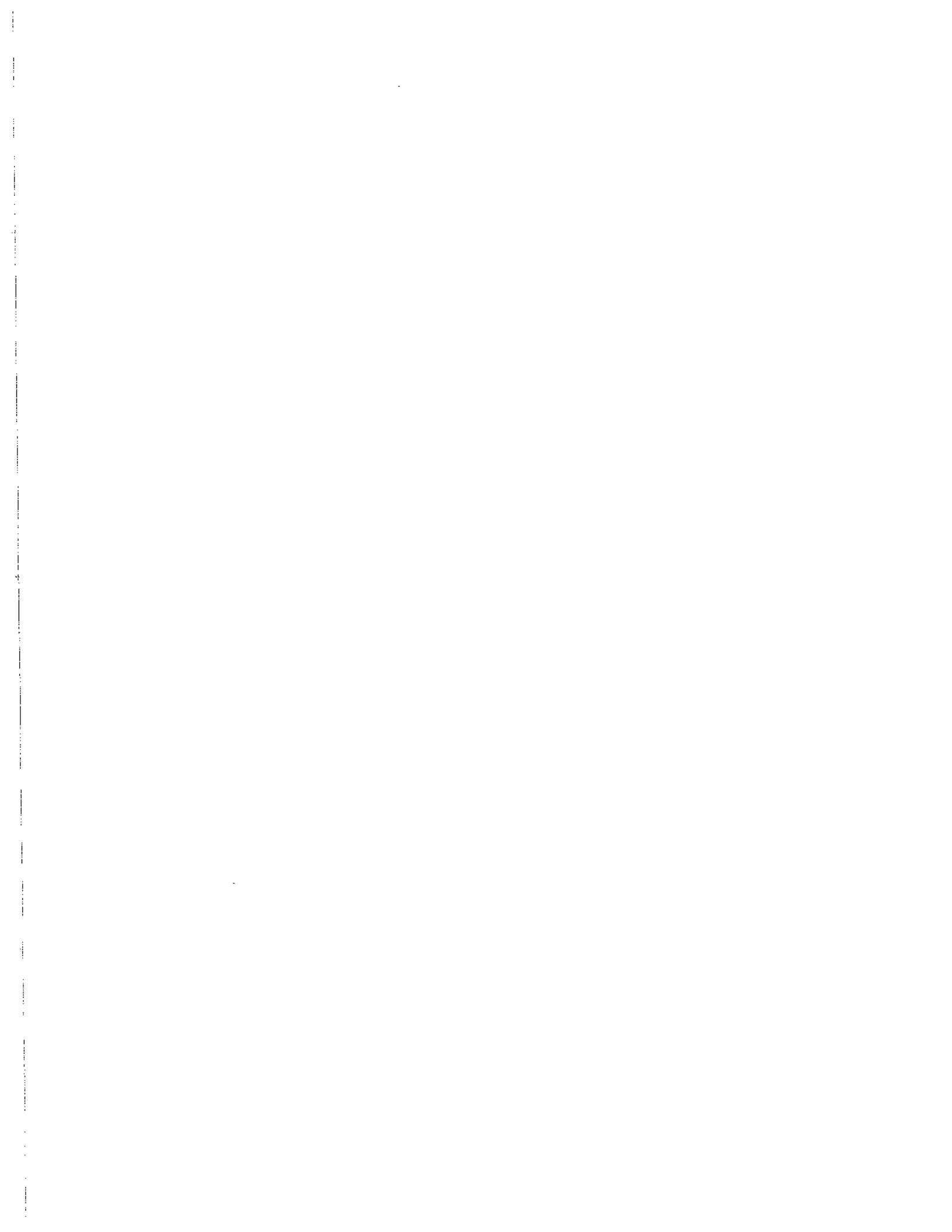
7	7	2	1

9)  $2 \overline{) 533}$

2	5	3	3

**Answers**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_





Solve each problem.

448,086	112,056	198,250	121,730
317,718	696,514	23,177	502,776
289,085	479,520	162,750	678,525

$$\begin{array}{r} 1) \quad 7,654 \\ \times \quad 91 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 2,107 \\ \times \quad 11 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 5,574 \\ \times \quad 57 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 8,175 \\ \times \quad 83 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 7,625 \\ \times \quad 26 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 6,983 \\ \times \quad 72 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 3,401 \\ \times \quad 85 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 3,875 \\ \times \quad 42 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 4,995 \\ \times \quad 96 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 8,695 \\ \times \quad 14 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 2,001 \\ \times \quad 56 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 8,786 \\ \times \quad 51 \\ \hline \end{array}$$

**Answers**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_



Determine which is the proper noun and rewrite it using correct punctuation.

**Remember**

- A Common Noun is a general person place or thing.
- A Proper Noun is a specific person place or thing. Proper nouns are always capitalized.

Common Noun

Proper Noun

building

Empire State Building

brother

Sam

drink

Kool-Aid

Answers

ex. Superman

ex. Eiffel Tower

Ex) super hero                      superman                      \_\_\_\_\_

Ex) building                      eiffel tower                      \_\_\_\_\_

1) glue stick                      elmer's glue                      \_\_\_\_\_

2) frankenstein                      monster                      \_\_\_\_\_

3) dial soap                      soap bar                      \_\_\_\_\_

4) company                      sega                      \_\_\_\_\_

5) scientist                      einstein                      \_\_\_\_\_

6) africa                      continent                      \_\_\_\_\_

7) babe ruth                      baseball player                      \_\_\_\_\_

8) character                      donald duck                      \_\_\_\_\_

9) statue of liberty                      statue                      \_\_\_\_\_

10) mascot                      mickey mouse                      \_\_\_\_\_

11) the three bears                      fairy tale                      \_\_\_\_\_

12) tokyo                      city                      \_\_\_\_\_

13) Harry Houdini                      magician                      \_\_\_\_\_

14) website                      facebook                      \_\_\_\_\_

15) the giver                      book                      \_\_\_\_\_

16) friend                      will                      \_\_\_\_\_

17) hokey pokey                      song                      \_\_\_\_\_

18) movie                      toy story                      \_\_\_\_\_

19) cat                      mr. wiskers                      \_\_\_\_\_

20) team                      the braves                      \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

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12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

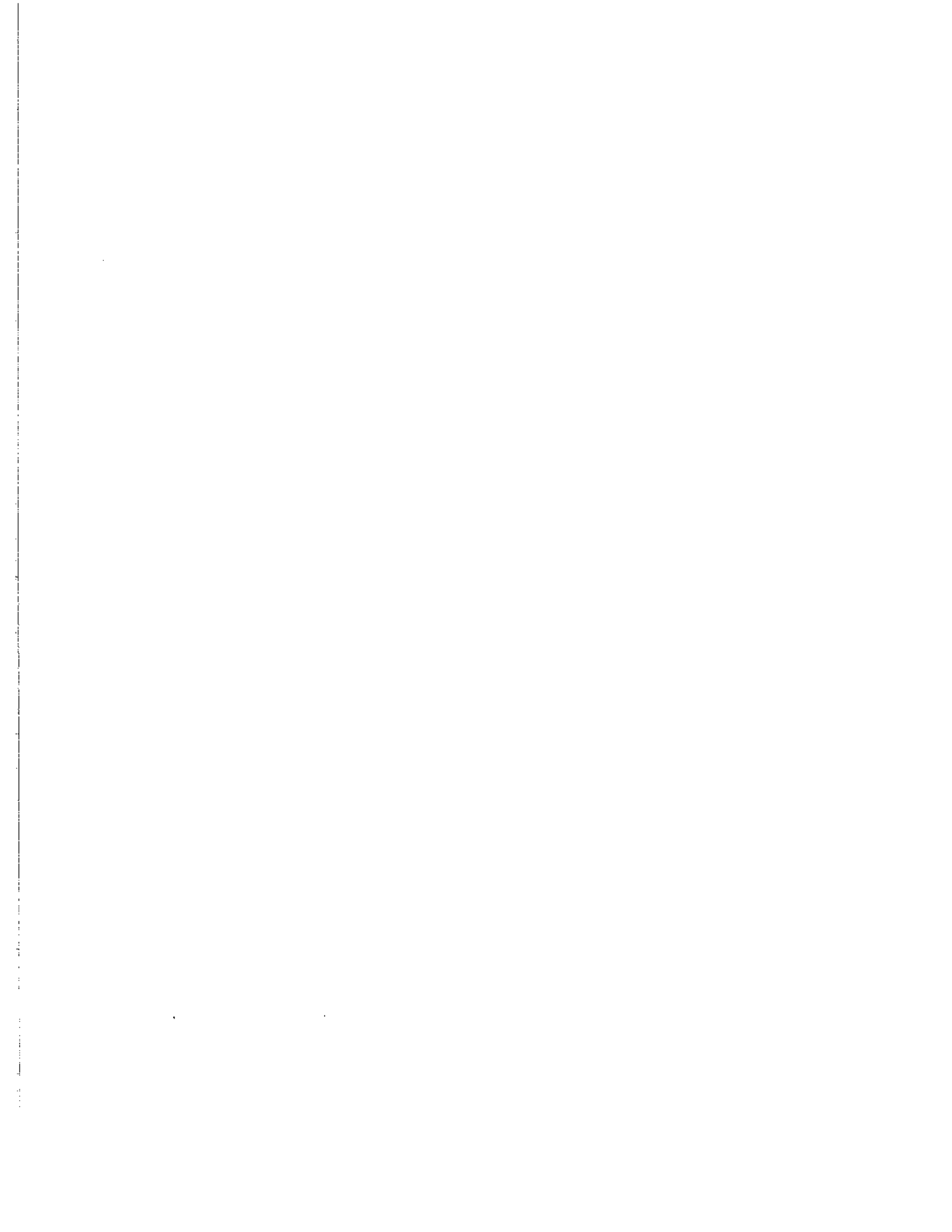
16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_



Determine if you should use 'you're' or 'your' in the following sentences.

**Remember:**

- You're is an abbreviation meaning 'You are'.

*You're going to be late.*

- Your is used to show possession.

*Don't forget your backpack.*

**Answers**

- \_\_\_\_\_ going to get in trouble if you keep talking.
- Is that \_\_\_\_\_ soda or my soda?
- What color is \_\_\_\_\_ new dog?
- His laundry room is bigger than \_\_\_\_\_ your whole house.
- \_\_\_\_\_ pencil is really sharp.
- Can we build our tree house in \_\_\_\_\_ backyard?
- There is no way \_\_\_\_\_ going to hit that many homeruns!
- \_\_\_\_\_ going to your house after school, right?
- Make sure \_\_\_\_\_ brushing your teeth everyday.
- I'll trade you my chocolate bar for \_\_\_\_\_ lollipop.
- How many rooms does \_\_\_\_\_ house have?
- \_\_\_\_\_ not allowed to stay out past nine.
- Which is \_\_\_\_\_ favorite? Red or Blue?
- \_\_\_\_\_ going to buy the new game, right?
- \_\_\_\_\_ mom is really nice.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_





Determine if you should use 'A' or 'An' in the following sentences.

**Remember:**

- 'A' is used when the next word starts with a consonant sound.

*We're going to a store after school.*

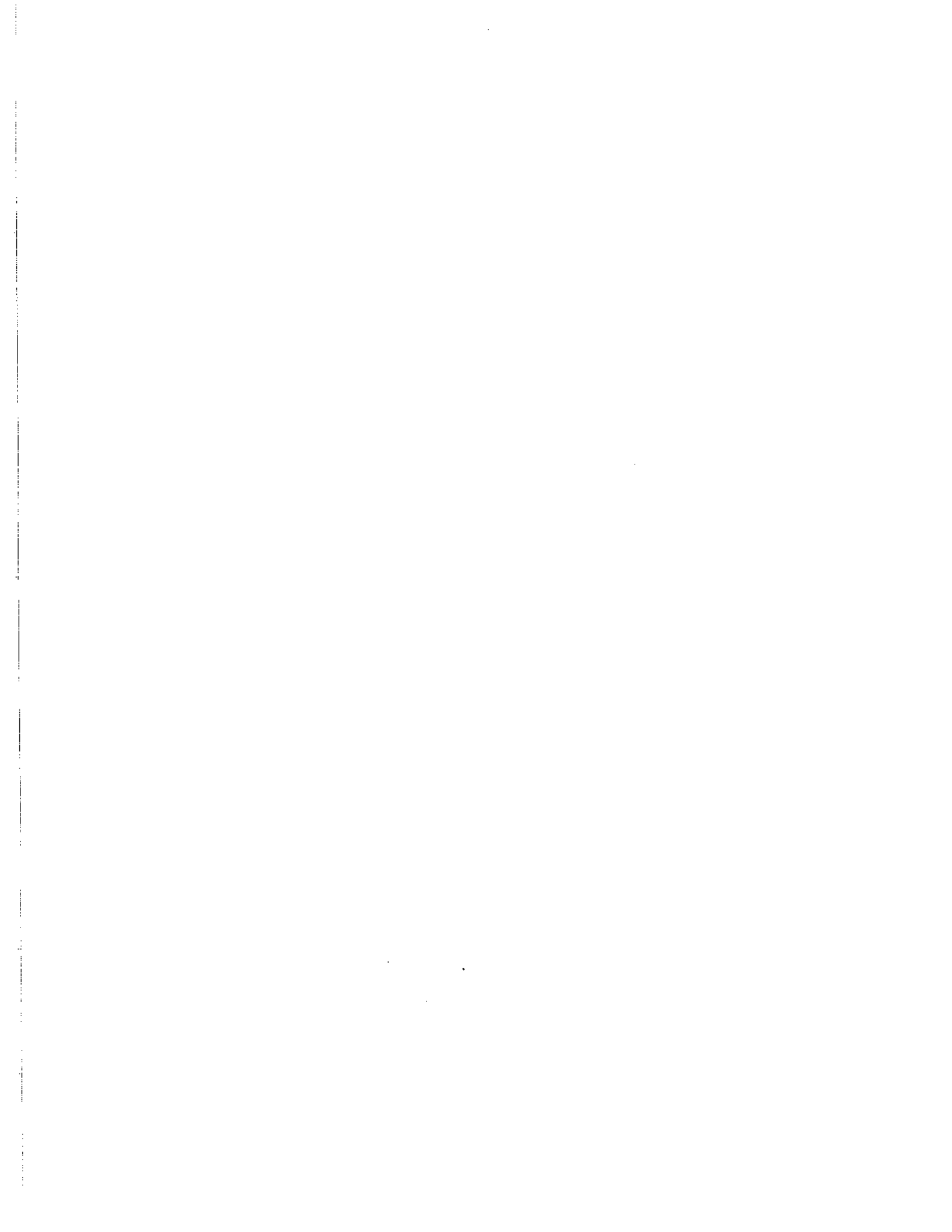
- 'An' is used the next word starts with a vowel sound.

*I brought our teacher an apple.*

**Answers**

- I had to borrow \_\_\_\_\_ eraser from Chad yesterday.
- Last night I heard \_\_\_\_\_ animal outside the tent.
- When I was young I got lost in \_\_\_\_\_ cave.
- I left \_\_\_\_\_ answer blank on my science test.
- My brother bought \_\_\_\_\_ old car with his birthday money.
- The winner of the science fair had \_\_\_\_\_ insect collection.
- While playing baseball, some of the boys broke \_\_\_\_\_ window.
- My little cousin, Elroy, has \_\_\_\_\_ imaginary friend.
- There was \_\_\_\_\_ impossible question on last weeks exam.
- My teacher was late today because she had \_\_\_\_\_ flat tire.
- While I was jogging I found \_\_\_\_\_ twenty dollar bill on the ground.
- After I eat a big meal I enjoy going for \_\_\_\_\_ walk in the park.
- I accidentally broke \_\_\_\_\_ bowl when I was trying to get it off the shelf.
- I went to the dentist when I had \_\_\_\_\_ aching tooth last year.
- While watching a pirate movie, I saw \_\_\_\_\_ one-legged man.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Rewrite the paragraph below making changes as necessary to improve the wording and/or flow.

**Day 1 - If you could live anywhere where would it be?**

If I could live anywhere in the world I'd live in California. First of all the weather is always nice there. And since it's where celebrities live you might get to see someone famous! Plus it's right by the beach so you can go swimming everyday! Yep, California is the best place to live.

*Suggestions: Sequencing, examples, adding detail, avoid redundancy*

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

**Day 2 - What was the Best Day of Your Life?**

The best day of my life was my 10th birthday. First my I woke up to a brand new puppy! Then my mom and dad took me to the toy store and let me pick out anything I wanted! Later on my friends came over and we played games all night long! It was the best birthday and best day ever!

*Suggestions: Reiterate, extra details*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

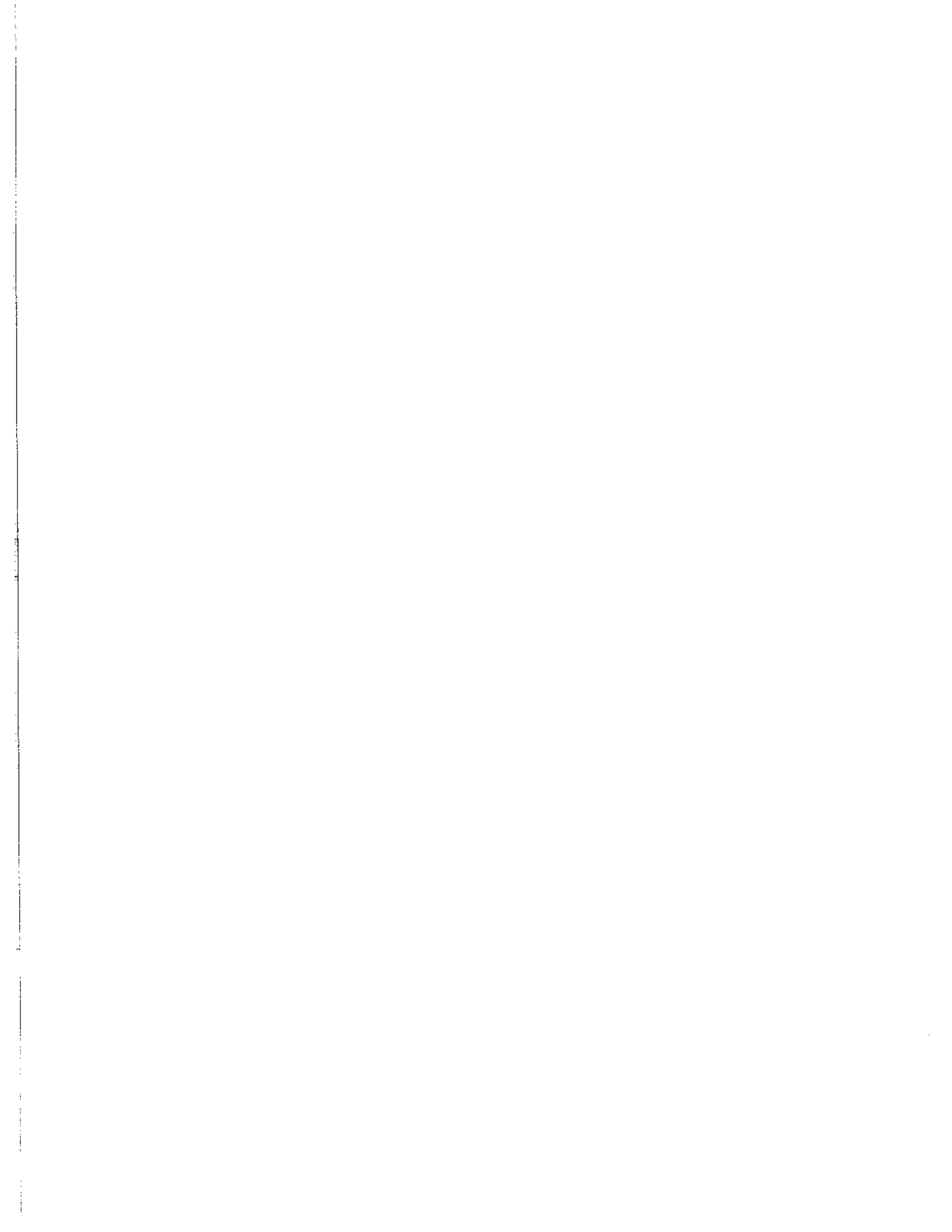
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





Rewrite the paragraph below making changes as necessary to improve the wording and/or flow.

**Day 3 - Would you rather live 30 years in the past or 30 years in the future?**

While it's kind of a hard choice, I think I'd rather live in the past. I mean it's hard to imagine a world without internet or cell phones so it'd be neat to see the world before those inventions. Plus I could go back and talk to my parents as kids! I wonder how they acted? I wonder if we'd be friends?

*Suggestions: Reiterate, adding detail, adding examples*

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**Day 4 - What would you do if you won a million dollars?**

The first thing I'd do is go to the toy store and buy anything I wanted. Then I'd buy a brand new gigantic house to put all my new toys in! Then after I'd done all my shopping I'd hire a cook to make me pizza or hamburgers whenever I wanted. Of course I'd give my parents some money, but not my brother, Todd.

*Suggestions: Reiterate, tying thoughts together, adding examples*

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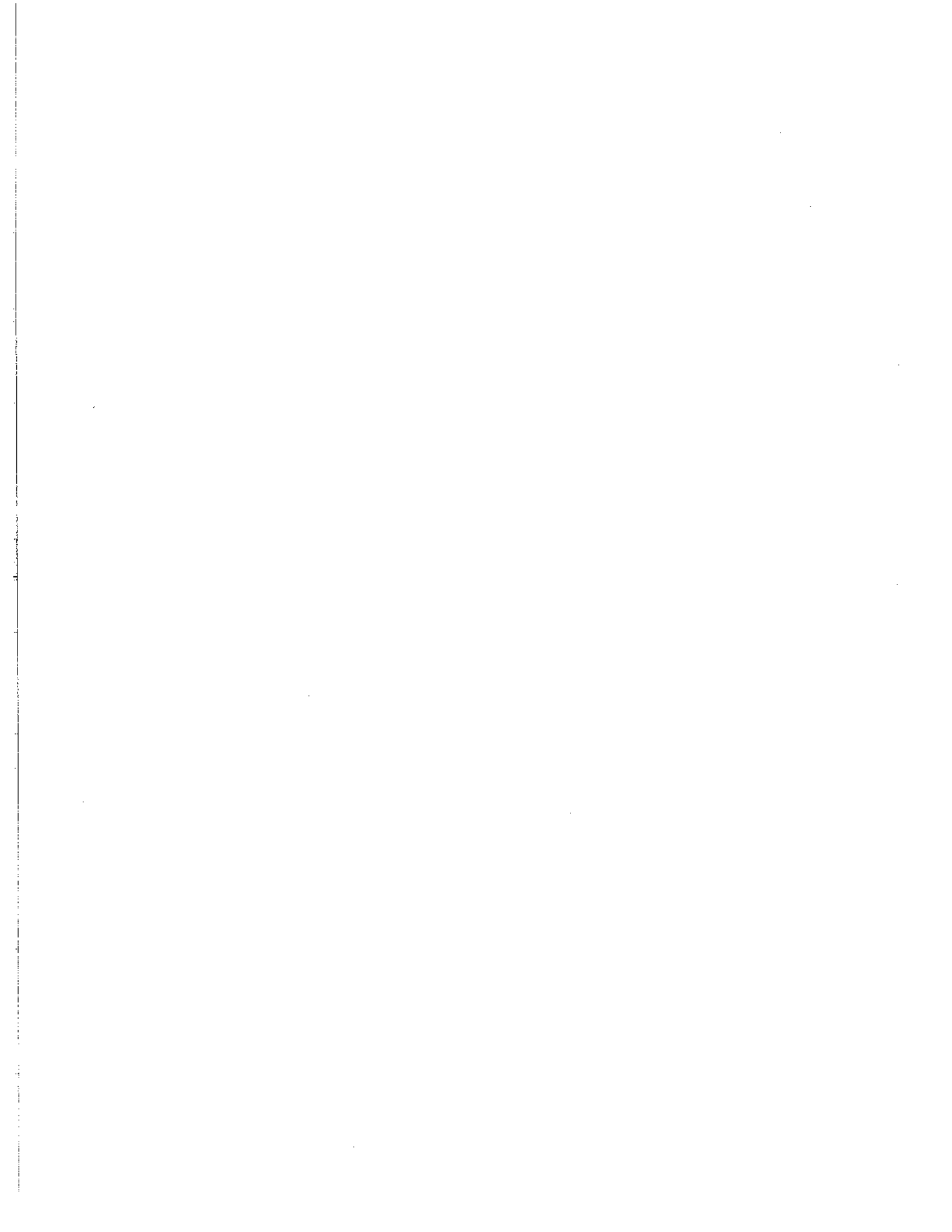
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# The Spookiest Attic

by W.M. Akers



I hear sounds coming from up above my head. I try to sleep, but the tighter I close my eyes, the louder the noises seem to get. It sounds like someone dragging a rake across a chalkboard. Or...no, it's more like a bunch of marbles falling onto a linoleum floor. No, not that either. Tonight the sound could be two dozen maracas, rolling back and forth on a lazily tossing boat.

Whatever it is, it's scaring me to death. My name is Drew, and I sleep in the bedroom just underneath the attic. At least, I'm *supposed* to sleep there. Ever since the noise started, I can barely catch four winks, much less 40 of them. It's not the sound that bothers me so much as the pictures it puts in my head. Stuff like a rake on a chalkboard. Who could sleep while that's running through their brain?

Well, as my mother likes to say, I've had enough of this nonsense. Tonight I'm getting to the bottom of this. The only problem is, even before the noises started, the attic wasn't my favorite part of the house. In fact, it was my least favorite place—not just in the house, but in the whole world. A lot of people have spooky attics, but ours is the spookiest.

We live in a big old house—my dad says it's "rambling"—and the attic is way bigger than it needs to be. The lights don't work very well, and there are all sorts of shadowy corners behind clothes, chests, and boxes that have been there since long before we moved in. We really have *no idea* what is up there, and I can't imagine anything scarier than that.

Except, except...except whatever it is that's making these noises.

Tonight I'm not going to let my imagination run wild. I grip my dad's most powerful flashlight with my hand and check to make sure the batteries are working. I have spares in my backpack, just in case they run out. I also have a water bottle, a sandwich, some chips, and a few cookies in case I get stranded up there. Most importantly, I have my music player. This is crucial because everyone knows that monsters can't get at you as long as you've got music to keep you safe. I jam the headphones into my ears and turn the music up *loud*.

My parents have been asleep for hours when I open the creaky attic door and climb the steps into the darkness. The flashlight beam sweeps ahead of me, illuminating trunks and piles of junk and who knows what else. I creep across the dusty floor, moving slowly and making sure not a single part of the attic escapes my flashlight's glare. I ignore my sweaty palms, pounding heart, and the sickening sensation in my stomach that I am making a *very bad mistake*. This isn't about facing my fears, I tell myself. It's about getting some sleep. If I can't sleep, I can't study. If I can't study, I'll flunk out of school and have to join the circus. And the fact is I don't like the circus one bit.

I'm thinking so hard about how much I don't want to join the circus that I space out a little and am shocked to find myself all the way at the other end of the attic. I didn't find anything at all. If there are monsters up here, they must be better at hiding than I am at looking. Only now do I realize how far I am from the stairs. This attic is long, dark, and full of secrets. And I have to walk back across. More importantly, I *have* to find out what's making the skittering noise, or this whole trip was a waste. I take out my headphones and wait for the monsters to strike. They leave me alone...for now.

I hear the noise coming from far away. It's not just right above my bedroom but seems to be coming from several different directions at once. My ears are playing tricks on me, I think. This is what happens when you don't get enough sleep. I walk toward the place where the noise is the loudest, my quivering flashlight held straight out in front of my body. There are

three boxes stacked on top of one another with writing too small for me to read. I get closer, and the noise gets louder. A label on the box, written in faded marker, reads "Toys."

Of course! It's a box of old toys, probably from a hundred years ago or more. There are probably some wind-up toys in there, and somehow they've gotten wound. Each night they rattle up against each other, and each night they keep me awake. All I have to do is take the toys out of the box, and they'll quiet down.

I stand on my tiptoes, trying to reach the upper box of toys. I'm just getting a grip on it, when it slips out of my sweaty palms. It flips over, dumping its contents all over me. My head takes the blow from a bunch of heavy old toys, and my body is covered in 15 or 20 thousand creepy, crawly, fuzzy spiders.

Sometimes, it's not possible to scream loud enough. I run as fast as I can back to the stairs, knocking spiders off my body with both hands. I must have dropped the flashlight along the way, because it's dark when I get back downstairs, and I can't see whether I've gotten all the spiders off me until my mom turns on the hallway light.

"Andrew!" she says. "What's wrong?"

"I want to switch bedrooms," I tell her. "And you need to hire an exterminator."

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Why is Drew not able to sleep?

- A. The noises coming from up above his head are too loud.
- B. His mom turns on the hallway light and starts talking.
- C. The attic in his house has shadowy corners.
- D. He is worried that he will have to join the circus.

2. Where does this story take place?

- A. on a lazily tossing boat
- B. in Drew's house
- C. at Drew's school
- D. at a circus Drew visits

3. Read these sentences from the story: "The only problem is, even before the noises started, the attic wasn't my favorite part of the house. In fact, it was my least favorite place-not just in the house, but in the whole world. A lot of people have spooky attics, but ours is the spookiest."

What can be concluded from these sentences?

- A. Drew likes the attic because it is interesting.
- B. Drew likes the attic because it is noisy.
- C. Drew dislikes the attic because it is spooky.
- D. Drew dislikes the attic because it is boring.

4. Why does Drew explore the attic?

- A. He wants to find out what is making the noises he hears from his bedroom.
- B. He wants to try dragging a rake across a chalkboard while his parents are asleep.
- C. He wants to find some of his old toys to play with because he cannot fall asleep.
- D. He wants to have an adventure without leaving the house where he lives.

5. What is a theme of this story?

- A. how much fun old toys can be
- B. how nice mothers can be
- C. how boring a circus can be
- D. how scary an attic can be

6. Read the following sentences: "My name is Drew, and I sleep in the bedroom just underneath the attic. At least, I'm *supposed* to sleep there. Ever since the noise started, I can barely catch four winks, much less 40 of them."

What does Drew mean when he says that he "can barely catch four winks, much less 40 of them"?

- A. He means that his eyes are itching and causing him to wink.
- B. He means that he used to be able to wink forty times in a row.
- C. He means that he is having trouble sleeping.
- D. He means that he sleeps very well every night.

7. Choose the answer that best completes the sentence below.

Drew does not find monsters in the attic; \_\_\_\_\_, he finds spiders.

- A. including
- B. instead
- C. therefore
- D. for instance

8. After Drew knocks the box over in the attic, the toys that were inside it fall on top of him. What else from the box falls on him?

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**9.** Describe what Drew does after the contents of the box fall on him.

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**10.** Will Drew be able to sleep better now that he knows the cause of the noises in the attic? Support your answer with evidence from the story.

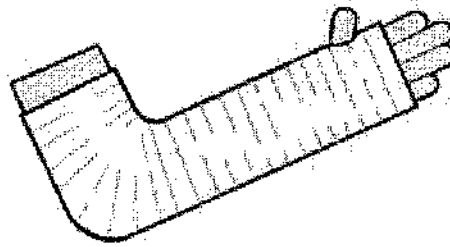
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# The Summer of the Cast

by James Folta



Oddly, one of the best summers I ever spent was the summer my little sister broke her arm. She broke it toward the end of the school year and spent the warm summer months unable to swim. My sister, Amanda, didn't mind the broken arm so much. She just hated that it kept her from doing her favorite thing: swimming.

Amanda was the happiest swimmer I have ever seen. She seemed more content in water than she did on land. If we spent a day at the beach or at a pool, Amanda would be in the water the entire day. This is not an overstatement—we would arrive and she would lay out her towel, place her flip flops carefully beside it, then walk into the water. When it was time to head home, one of us would have to walk to the water and fetch her. She would pout and protest, then do one last handstand, walk out of the water, and collect her towel and flip flops, still in the exact place she had left them.

It came as a surprise to all of us that Amanda was the first child in our family to break a bone. She was sweet and smart with messy blond hair. She preferred to sit back and puff up her cheeks, watching everything from a distance rather than get involved. She was active, but remarkably careful. She had a sense of danger that kept her from even bruising herself.

I was almost the complete opposite. My only speed was overenthusiastic, reckless sprinting. I couldn't manage all the energy I had and bounced through my childhood like a pinball. I would wake up singing and jumping and go to bed out of breath. I was always happiest when I was a little scratched up.

So we were all shocked that Amanda was the first in a cast and not me. The break happened after school one spring day on the new playground. Amanda was playing on a slider, which is a handle set into a gently inclined track. When you held onto the handle and dangled, you could slide along the track. Of course, it was more exciting to get a push from a friend and slide much faster than gravity would pull you.

Unfortunately, Amanda was pushed on the slider much too hard. Her body jerked to and fro as she sped along, clearly out of control. Finally, Amanda lost her grip and fell, arcing up and forward. She fell like a cat, twisting improbably in the air so that she descended facing the ground. For a moment, it seemed that she would be okay and land safely, but she slammed down hard on all fours, wood chips skidding around her. There was a moment of eerie calm. I expected her to burst into tears, but she just whimpered and rolled over to a sitting position. Her knees were scraped up, and her hands had wood chips stuck to them. But there wasn't any blood. She seemed okay.

We walked home and she complained about her wrist. She cradled it delicately with her other hand, as if it were a very full cup of water, but it didn't seem any more swollen or bruised than her other wrist.

When we got home, Mom could immediately tell something was wrong by our faces. "What happened?" she asked.

Mom reached out and touched Amanda's now swollen wrist. Amanda turned as white as snow and her jaw dropped open in silent pain.

"Your wrist hurts?" Mom asked. Amanda could only nod. Mom quickly whisked us into the car.

When we got inside the doctor's office, we were moved through a waiting room and then into "a checking up room," as Amanda called it. I was excitedly babbling, standing on chairs, reading brochures, and peppering everyone with questions about how x-rays worked. I was completely oblivious to the gravity of the situation. This wasn't a fun field trip. My sister was badly hurt. I don't like thinking back on my lack of care for Amanda. These are the kind of moments of childhood that you look back on and feel a pang of shame and embarrassment in your gut.

The x-rays came back—Amanda's wrist had a hairline fracture along her ulna, a forearm bone, close to her hand.

"Nothing terrible, it'll heal very soon," the doctor said nonchalantly. He didn't even look up from the documents he held before him. We were all anxious and upset. Mom was trying not to cry. I was shocked. Amanda sat calmly.

The doctor applied the cast. It looked like an arts and crafts project, more summer camp than medicine. While he set her arm, the doctor explained everything that Amanda would have to avoid to keep her arm from becoming further injured. Amanda, like I, was fascinated by the process of casting and didn't seem to be paying attention to what the doctor was prescribing. But at some point she started crying, so quietly that we didn't notice immediately.



"Are you in pain?" Mom asked.

"No."

"Are you uncomfortable?"

"No." But Amanda's face stayed screwed up in pain and discomfort, tears squeezing out of the corners of her eyes. Her legs dangling off the hospital bed kicked restlessly and crinkled the paper pulled across the table she sat on. She was upset but wouldn't say why.

Mom tried to distract Amanda by having her list all the people she wanted to sign her cast. She could only produce names in groups of two or three until she was distracted again by her tears. Mom gave up when the doctor announced that we were all done.

"Any questions?" We shook our heads. Mom signed a few papers, and we were soon back in the car, exhausted and on our way home.

Amanda didn't stop crying, and Mom kept checking in with her, barely able to hold back tears herself.

"Are you in pain?" Mom asked.

"No."

"Are you uncomfortable? Itchy?"

"No."

"Are you sad?"

"Yes," she finally admitted. "I'm not going to be able to swim this summer." She wept even harder after admitting this. In the doctor's directions for care of the cast, he had noted swimming wasn't allowed. Mom and I missed it, but it was the only thing Amanda heard. She had been told that her favorite activity of her favorite season was canceled.

The summer went on. Our fear over Amanda further hurting her arm quickly gave way to a fear of her ruining her cast by plunging it in a pool or diving into the ocean. We became preoccupied with trying to keep Amanda from soaking her cast as she sat by pools the entire summer, staring longingly at the water.

We tried all sorts of things to help her-baths, a kiddie pool in the yard, showers with her cast held out of the curtain. But of course none of this was the same as swimming. Swimming is

motion and exploration, not sitting or standing while wet.

We stopped going to pools as often as we used to. I was grouchy about it at first, but then the summer became different. Instead of the usual lazy summer days of swimming and seeing friends, I stayed home more to be with Amanda. We gardened together, staged a play, and, in what would become family lore, we planted a tree that survived both a lightning strike and being hit by a neighbor's car.

When Amanda's arm was finally healed and the cast came off, we threw a big pool party for her and all her friends. As everyone cheered, she jumped back in the pool, swam for six hours straight, and never stopped smiling. It was a great day.

But in the car on the way back home, Amanda was very quiet. After a while, she turned to me and told me how much she missed our garden.

"Maybe we could not go to the pool tomorrow?" she asked.

I told her that sounded very nice.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What was Amanda's favorite thing?

- A. running
- B. swimming
- C. reading
- D. singing

2. What main problem does Amanda face in the story?

- A. She does not get along with the rest of her family.
- B. She does not want to leave the beach at the end of the day.
- C. She cannot manage all of the energy she has.
- D. She cannot go swimming because she broke her arm.

3. When she has her cast on, Amanda misses swimming. What evidence from the story best supports this conclusion?

- A. At the pool, Amanda stares longingly at the water.
- B. Amanda's family stops going to the pool as often.
- C. Amanda staged a play and planted a tree.
- D. Amanda's family throws a pool party for her and her friends.

4. Why does Amanda start crying at the doctor's office?

- A. because she is in a lot of pain
- B. because she can't think of anyone to sign her cast
- C. because she is tired and wants to go home
- D. because she won't be able to go swimming

5. What is the story mostly about?

- A. A girl breaks her arm while playing on a slider at the playground.
- B. Two siblings learn to love swimming over the course of a summer.
- C. A girl who loves swimming discovers an interest in gardening after breaking her arm.
- D. Two siblings spend more time together when one of them breaks her arm.

6. Read the following sentences: "I was excitedly babbling, standing on chairs, reading brochures, and peppering everyone with questions about how x-rays worked. I was completely oblivious to the **gravity** of the situation. This wasn't a fun field trip. My sister was badly hurt. I don't like thinking back on my lack of care for Amanda."

As used in this sentence, what does the word "**gravity**" mean?

- A. happiness
- B. discomfort
- C. seriousness
- D. excitement

7. Choose the answer that best completes the sentence below.

\_\_\_\_\_ Amanda loves swimming, she asks her sibling if they could not go to the pool tomorrow.

- A. Initially
- B. Meanwhile
- C. Even though
- D. Therefore

8. What did the narrator do during "the summer of the cast" instead of swimming and seeing friends?

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**9.** Why doesn't Amanda want to go to the pool at the end of the story? Use evidence from the text to support your answer.

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**10.** How did Amanda's broken arm impact her relationship with her sibling, the narrator? Use evidence from the story to support your answer.

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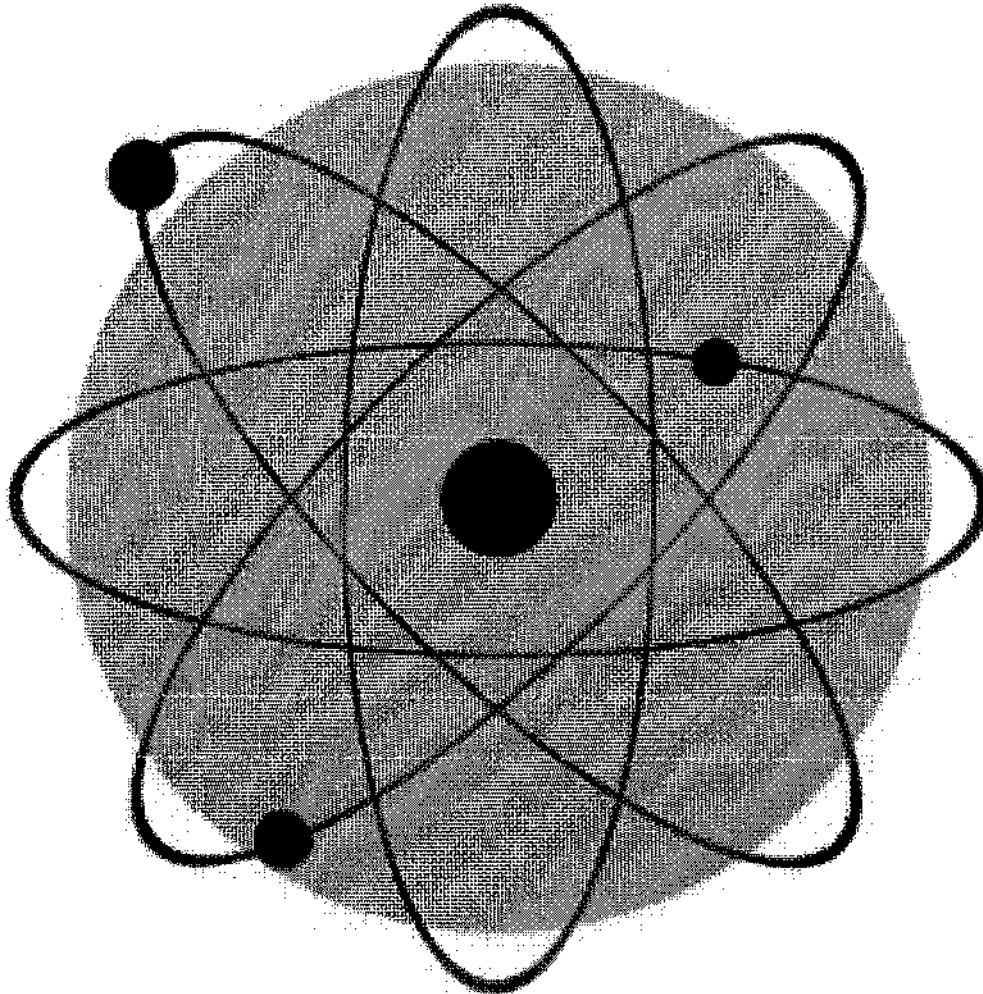
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# Matter Is Everywhere!

by ReadWorks



Everything around us is made of matter—your clothes, the trees, even the water you drink! We divide matter into four major categories, which are called the four states of matter: liquid, gaseous, solid, and plasma. However, we will focus on the first three. Whatever the state of matter may be, all matter is made of tiny particles called atoms. These particles are too tiny to see with the naked eye; they're even too small to see with a regular microscope. If you line up a million atoms next to each other, they will be as thick as a single piece of human hair. So, we can only look at atoms through very powerful tools, one of them being the "scanning tunneling" microscope.

## How Do We Know?

We can easily see liquids and solids around us, but most gases aren't visible. We can't see the air around us, but it is still made of atoms that constantly move around freely in space. How can we tell?

Take a balloon, for example. When we pump air into a balloon, it visibly inflates. That means that gaseous matter is filling the balloon and taking up space. The more air we blow into the balloon, the bigger it gets. Therefore, we can observe the way gas moves around space. In the same way, inflatable pool toys also fill with air so that they can float on water. When we fill the plastic shells with air, the toys take shape. Since air is lighter than water, the pool toys can rest on the water without sinking. And then we can enjoy a sunny day while floating in a pool!

## Moving Atoms

Atoms are constantly moving. However, atoms move at different speeds within different states of matter. We have been able to determine that atoms move slower in solids than they do in liquids. That's because atoms in solids are tightly packed, and there is less space to move around freely. The atoms in gas move the fastest. Since the atoms move more freely in liquids and gases, they can undergo a process called diffusion. (Solids can diffuse as well, although it's a much longer process.) Diffusion is the movement of particles from a higher concentration to a lower concentration. That's why, when you spray perfume in a corner of a room, you will eventually smell it on the other side of the room. The atoms from the perfume diffuse through the air. Because of this diffusion, the perfume scent is spread.

## Identification

We can identify materials according to a variety of properties. Scientists have determined several different measurements to help label materials. Some examples are temperature, hardness, color and length. Usually, these are used to measure solids, like rocks and minerals. However, temperature can be used to measure liquids as well. When geologists study rocks, they often use the Mohs scale of mineral hardness. This scale allows us to characterize the scratch resistance of various minerals. A diamond is described as hard because it is extremely difficult to scratch. Scientists can measure hardness with the Mohs scale and compare minerals to other minerals.

Scientists always use various methods to group materials together-that way, it's easier to study and compare them. That's another reason why we differentiate between liquids, gases, solids and plasmas!



Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Everything around us is made of

- A. liquids
- B. matter
- C. plasma
- D. gas

2. Why does the author describe the balloon and inflatable pool toys filling up with air?

- A. in order to explain that it is impossible to observe the way gas moves around space
- B. in order to explain that air is not made of atoms that take up space
- C. in order to explain that air is made of atoms that take up space even though air is invisible
- D. in order to prove that these are fun objects to inflate

3. Atoms move slower in solids than they do in liquids. Which evidence from the passage best supports this statement?

- A. Solids, liquids, and gases can all undergo the process of diffusion.
- B. Diffusion is the movement of particles from a higher concentration to a lower concentration.
- C. The atoms in gas move the fastest.
- D. Atoms in solids are more tightly packed than atoms in liquids, so there is less space to move around freely in solids.

4. Based on the passage, the corner where a perfume is initially sprayed has

- A. has no concentration of perfume particles
- B. has the same concentration of perfume particles as the rest of the room
- C. a lower concentration of perfume particles than the other corners of the room
- D. a higher concentration of perfume particles than the other corners of the room

5. What is this passage mainly about?

- A. matter and the properties it has in certain states
- B. the process of diffusion
- C. the different measurement scientists use to label materials
- D. the inflation of balloons and pool toys

6. Read the following sentences from the passage: "Whatever the state of matter may be, all matter is made of tiny particles called atoms. These particles are too tiny to see with the naked eye; they're even too small to see with a regular microscope. If you line up a million atoms next to each other, they will be as thick as a **single piece of human hair.**"

The author uses the example of "**a single piece of human hair**" to illustrate

- A. how atoms can be seen with a regular microscope
- B. how tiny atoms actually are
- C. how hairy atoms actually are
- D. how much they look like hair

7. Choose the answer that best completes the sentence below.

Scientists group materials together \_\_\_\_\_ it is easier to compare and study them that way.

- A. however
- B. but
- C. although
- D. because

**8. Explain why atoms move at different speeds depending on whether they are in liquids or solids.**

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**9. What is diffusion?**

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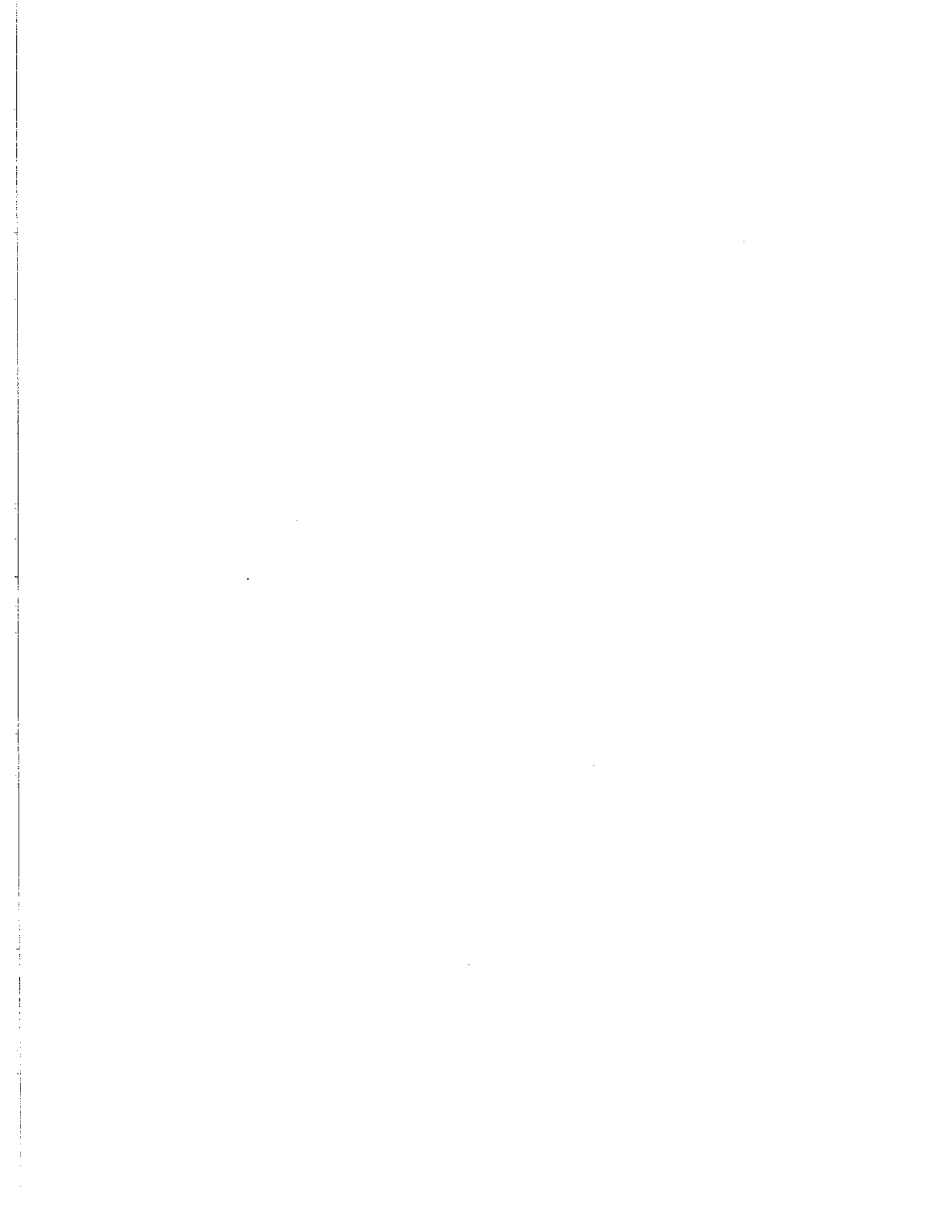
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**10. Explain whether smoke filling up a room is diffusion or not.**

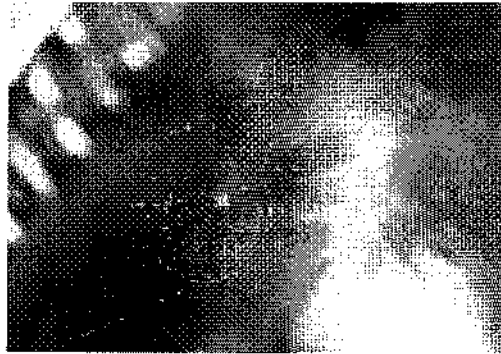
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## The Secret to Silk



National Park Service

*Many spiders weave round webs called orb webs.*

Spider webs may look weak, but don't be fooled. They are actually super strong! Spider webs are made of silk. Silk is nature's strongest **fiber**, or thread. Believe it or not, silk is stronger than its equal weight in steel!

Scientists have been making silk for years. However, they have not been able to produce silk as strong as a spider's silk. Now some scientists say they have figured out the secret to making strong silk.

Scientist David Kaplan told *Weekly Reader* what his team learned. He said that a spider's body has a little sac where it stores tiny blobs of silk in water. When the spider releases water, the blobs turn into a gel. The spider squeezes the gel from its body, and the silk hardens.

## Future Uses for Silk

Scientists are now using what they learned to make a strong silk. They believe the silk will help people in many ways. It may be used for making clothes that protect police officers and soldiers.

Scientists say the silk may also be used to repair bones and ligaments in people's bodies. A **ligament** is strong tissue that holds bones in place. Kaplan is very excited about his work. "I hope this discovery will help get kids excited about science," he said. "There is so much to be learned from nature."

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What is nature's strongest fiber?

- A. gel
- B. steel
- C. thread
- D. silk

2. In the section called "Future Uses for Silk," what does the author describe?

- A. the weight of steel
- B. things that may be made using silk
- C. how a spider makes silk
- D. the different kinds of spider webs

3. Strong silk may be helpful to people in a number of ways. What evidence from the text supports this statement?

- A. Silk may be used for making protective clothes and to repair bones and ligaments.
- B. A ligament is strong tissue in a person's body that holds bones in place.
- C. A spider's body has a little sac where it stores tiny blobs of silk in water.
- D. Many spiders weave round webs made of silk called orb webs.

4. Based on the information in the text, how did scientists learn to make a stronger silk?

- A. Scientists learned to make silk from steel.
- B. Scientists learned to make silk from old spider webs.
- C. Scientists learned to make silk by examining the way spiders make silk.
- D. Scientists learned to make silk out of spiders.

5. What is the main idea of this text?

- A. Scientists have learned from spiders how to make strong silk.
- B. Scientists have been making silk for years.
- C. Spiders can weave many different types of webs.
- D. Police officers and soldiers need special clothes to protect them.

6. Read these sentences from the text.

"Silk is nature's strongest fiber, or thread. Believe it or not, silk is stronger than its equal weight in steel!"

Why might the author have started the second sentence with the phrase, "Believe it or not"?

- A. to highlight the fact that a spider's silk is a fiber
- B. to emphasize how unusual it might seem that silk can be stronger than steel
- C. to show the reader that steel is actually not very strong
- D. to illustrate how most people are scared of spiders and their webs

7. Choose the answer that best completes the sentence.

Scientists learned to make a strong silk \_\_\_\_\_ studying how a spider makes silk.

- A. as a result of
- B. instead of
- C. without
- D. before

8. Describe how a spider makes silk.

Include three pieces of information from the text in your answer.

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**9.** Describe two ways strong silk may be used.

Support your answer with evidence from the text.

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**10.** David Kaplan states that there is so much to be learned from nature. How might learning from nature be helpful to people?

Support your answer with evidence from the text.

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# Do You Bully?

This text is provided courtesy of PACER Center\* ([www.pacer.org](http://www.pacer.org)).

Think the person bullying is the big, tough kid on the playground who pushes everyone around? Could be, but it can also be the cheerleader, the student council member, or the quiet kid. A lot of times, people think that appearance defines someone who bullies, but you can't tell who bullies just by looking at them. Students who bully can be any size, age, gender or grade.

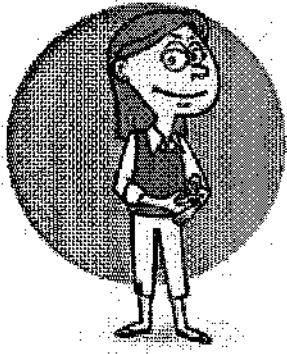


## Then what does define someone who bullies?

The answer: It's his or her **BEHAVIOR**. It's bullying when someone uses words or action to hurt or harm someone else and that person has a hard time defending himself or herself.

Sometimes kids who bully might think that it's cool, fun or just "no big deal," but think about it - what is cool or fun about hurting someone? Name calling, tripping someone, laughing at the person, leaving the person out, ignoring him or her on purpose-how can hurting someone possibly be "no big deal"?

If kids think about why they are bullying, they can then deal with those reasons and change their behavior. You want cool? Now that's cool.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What defines someone who bullies?

- A. his or her age
- B. his or her size
- C. his or her appearance
- D. his or her behavior

2. What does the author define and describe in this article?

- A. friendship
- B. studying
- C. bullying
- D. cooperation

3. Imagine that someone keeps calling you "a nerd." You ask the person to stop, but he or she ignores you. Based on the evidence in the text, what can you conclude about that person?

- A. That person is a bully.
- B. That person is not a bully.
- C. That person knows how to defend himself or herself.
- D. That person does not know how to defend himself or herself.

4. Imagine that someone has called you "a nerd." You ask the person to stop and explain your feelings have been hurt. He or she apologizes and never calls you a nerd again. Based on the evidence in the text, what can you conclude about that person?

- A. That person is a bully.
- B. That person is not a bully.
- C. That person knows how to defend himself or herself.
- D. That person does not know how to defend himself or herself.

5. What is the main idea of this text?

- A. Students who bully can be big and tough.
- B. Cheerleaders, student council members, and quiet kids can be bullies.
- C. Bullying is defined by behavior, not appearance.
- D. Kids who bully might think that bullying is cool or fun.

6. The title of this text is "Do You Bully?" Why might the author have written the title as a question?

- A. to encourage readers to pay more attention to their appearance
- B. to encourage readers to tell an adult if they are bullied
- C. to make readers think about whether they bully others
- D. to make readers feel bad about bullying others

7. Read these sentences from the text.

"Think the person bullying is the big, tough kid on the playground who pushes everyone around? Could be, but it can also be the cheerleader, the student council member, or the quiet kid."

How could the first sentence be expanded without changing its meaning?

- A. When do you think the person bullying is the big, tough kid on the playground who pushes everyone around?
- B. Do you think the person bullying is the big, tough kid on the playground who pushes everyone around?
- C. Why do you think the person bullying is the big, tough kid on the playground who pushes everyone around?
- D. Why would you think the person bullying is the big, tough kid on the playground who pushes everyone around?

**8. According to the text, what might kids who bully think about bullying?**

Include three pieces of information from the text in your answer.

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**9. Explain whether the author thinks bullying is "no big deal."**

Support your answer with evidence from the text.

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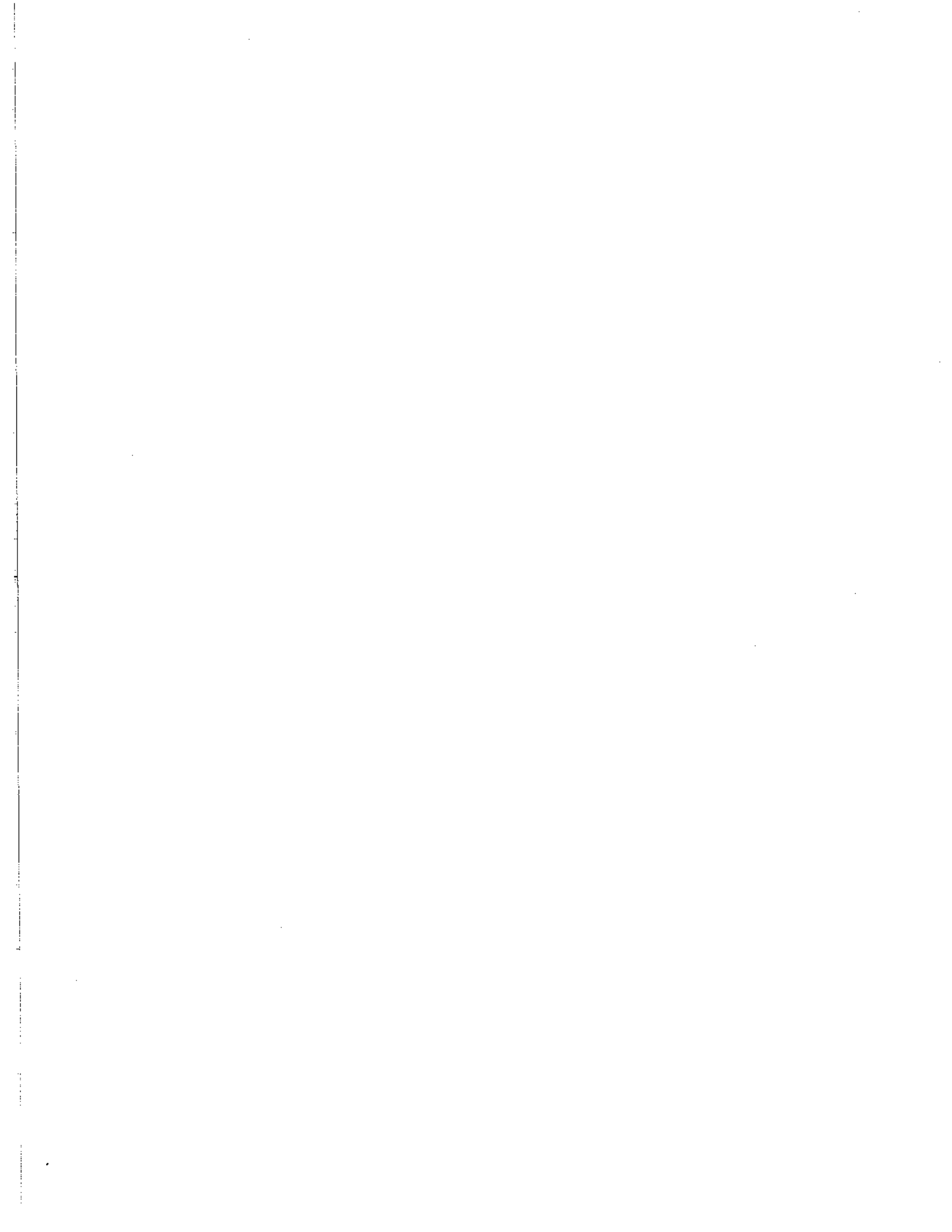
**10. Why might the author have written this article?**

Support your answer with evidence from the text.

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Find the nouns in the following sentences.

### Remember

• A Noun is a person, place, or thing.

Person    John, Boy, Brother

Place     School, New York, Store

Thing    Pencil, Paper, Cat

**Ex.** My brother bought a soda at the store.

Person

Thing

Place

### Answers

ex.

**Jack**

ex.

**Park**

ex.

**Chair**

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

**Ex)** *Jack is always sleepy.* (Person)

**Ex)** *I love playing at the park.* (Place)

**Ex)** *My new chair is shiny white.* (Thing)

1) When are you going to the fair?

2) Last night I saw a comet.

3) I got those from the mall.

4) I wonder if I'll ever visit the moon.

5) Who sits in that desk?

6) We're buying a new car.

7) I love how our garden smells.

8) I broke my new pencil.

9) I caught six huge fish!

10) Kristine is always smiling.

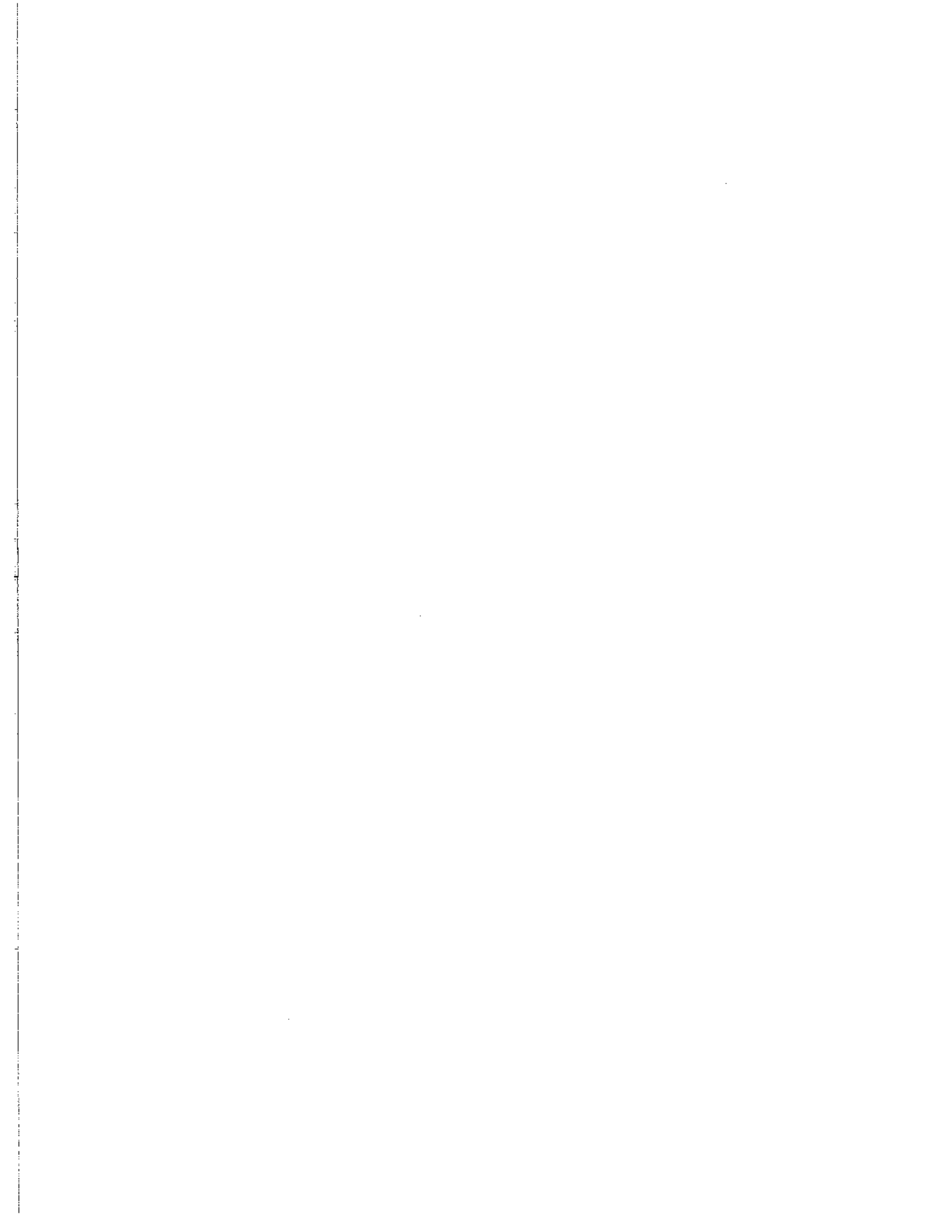
11) I wonder what's in that present.

12) My dad is outside jogging.

13) That man is really strong.

14) I borrowed that from Sarah.

15) That bird is flying really high.





Find the nouns in the following sentences.

**Remember**

• A Noun is a person, place, or thing.

Person John, Boy, Brother

Place School, New York, Store

Thing Pencil, Paper, Cat

**Ex.** My brother bought a soda at the store.

Person

Thing

Place

**Answers**

ex.

**Jack**

ex.

**Park**

ex.

**Chair**

1.

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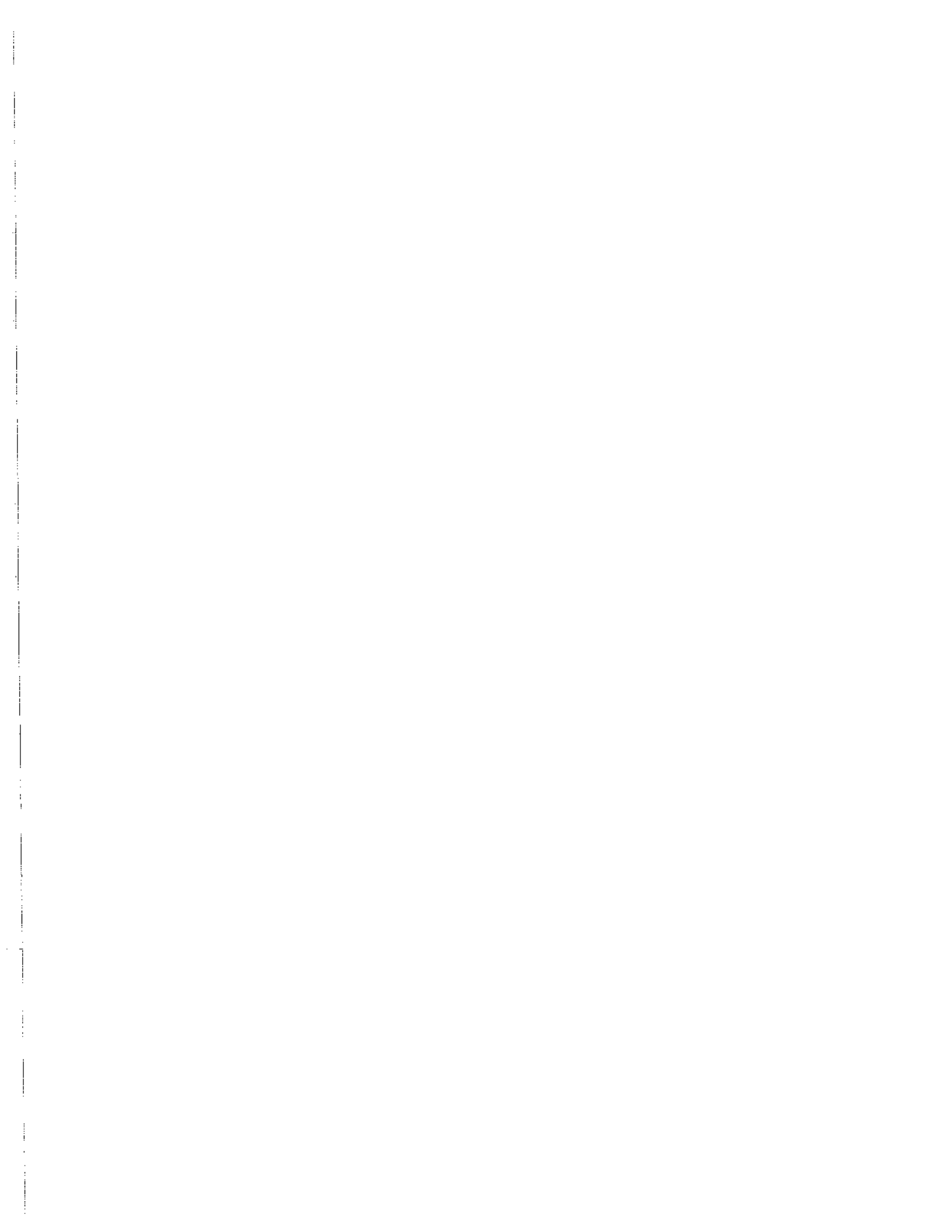
12.

13.

14.

15.

- Ex)** Jack is always sleepy. (Person)
- Ex)** I love playing at the park. (Place)
- Ex)** My new chair is shiny white. (Thing)
- 1) When are you going to the fair? (Place)
- 2) Last night I saw a comet. (Thing)
- 3) I got those from the mall. (Place)
- 4) I wonder if I'll ever visit the moon. (Place)
- 5) Who sits in that desk? (Thing)
- 6) We're buying a new car. (Thing)
- 7) I love how our garden smells. (Place)
- 8) I broke my new pencil. (Thing)
- 9) I caught six huge fish! (Thing)
- 10) Kristine is always smiling. (Person)
- 11) I wonder what's in that present. (Thing)
- 12) My dad is outside jogging. (Person)
- 13) That man is really strong. (Person)
- 14) I borrowed that from Sarah. (Person)
- 15) That bird is flying really high. (Thing)



Rewrite the paragraph below making changes as necessary to improve the wording and/or flow.

**Day 1 - What did you do last night?**

Me and my friends went to the state fair last night. We went on a lot of rides. We went on the roller coaster. We went on the bumper cars. My favorite ride was the ferris wheel. I can't wait to go back.

*Suggestions: Reiterate, Sequencing, exciting words, grammar*

Handwriting practice lines for Day 1.

**Day 2 - What is your favorite video game?**

My favorite game of all time is Pokémon. Mario is also a fun game. Pokémon is about catching little monsters and fighting them and exploring. There are hundreds of monsters to collect. I can play it for hours. It's the best game ever!

*Suggestions: Omitting unnecessary info, clarifying statements*

Handwriting practice lines for Day 2.





Rewrite the paragraph below making changes as necessary to improve the wording and/or flow.

**Day 3 - What is your favorite holiday?**

What holiday is your favorite? Mine is Halloween. I don't really like candy, but I do like to see all the different costumes. Plus they always show scary movies on TV. They're my favorite type of movies! I can't wait for Halloween this year. I wonder what I should dress as...

*Suggestions: Joining sentences, examples*

Lined writing area for Day 3 response.

**Day 4 - A History of Popsicles.**

Did you know that popsicles were invented by accident? In 1905 young Frank Epperson left a glass of soda outside overnight. It was so cold that when he got up the next morning, his stirring stick was frozen in the soda. 18 years later he sold his invention as a 'popsicle'. What a delicious accident!

*Suggestions: Narration, Numbers to Text*

Lined writing area for Day 4 response.





**Day 5**

- What did you do last night?
- What is your favorite video game?
- What is your favorite holiday?

Choose one of the prompts above and write your own paragraph answering the question.

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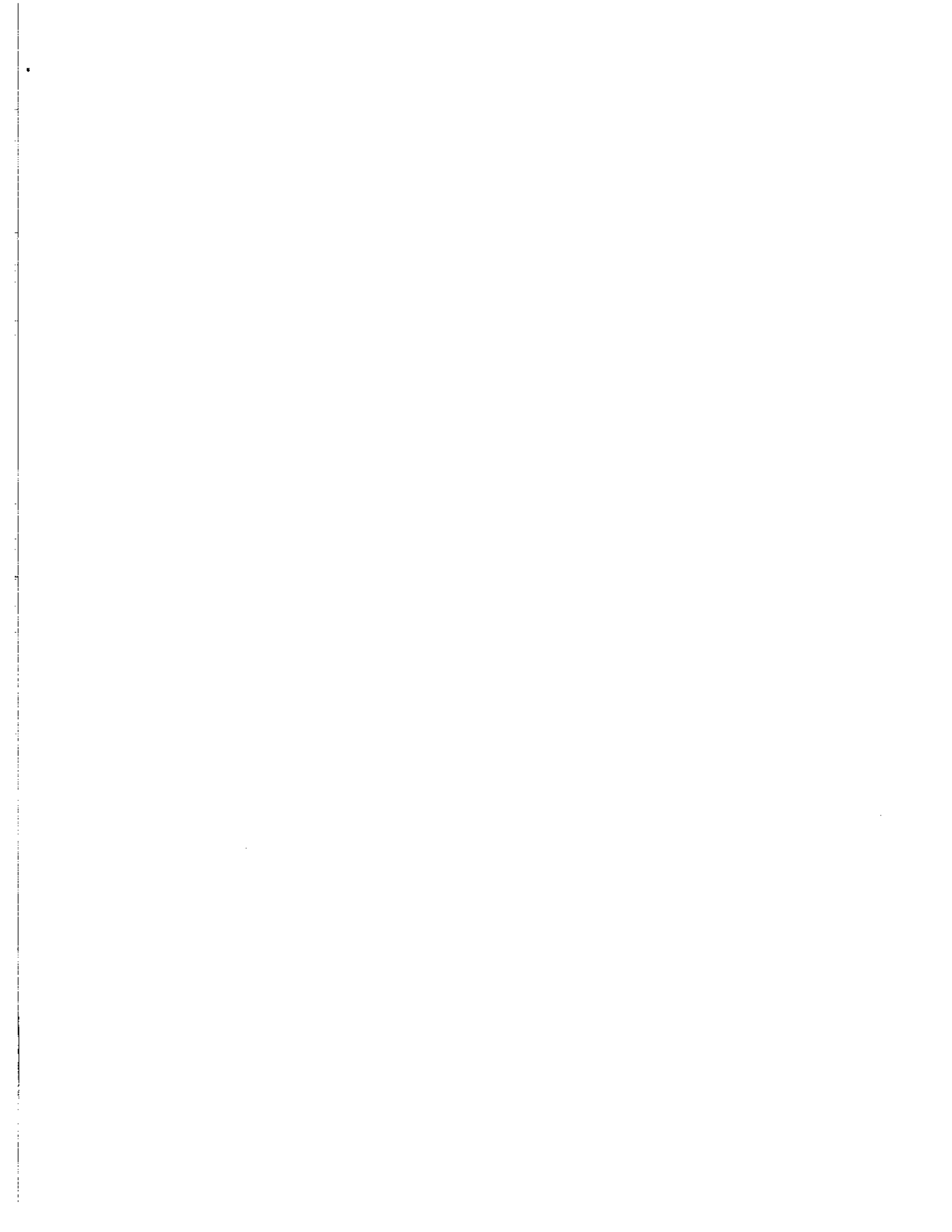
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Solve each problem. Write your answer as a mixed number (if possible).

Answers

1)  $\frac{1}{6} \div 2 =$

2)  $6 \div \frac{1}{4} =$

3)  $\frac{1}{2} \div 2 =$

1. \_\_\_\_\_

4)  $5 \div \frac{1}{6} =$

5)  $\frac{1}{8} \div 8 =$

6)  $9 \div \frac{1}{4} =$

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7)  $\frac{1}{5} \div 7 =$

8)  $3 \div \frac{1}{2} =$

9)  $\frac{1}{2} \div 9 =$

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10)  $6 \div \frac{1}{2} =$

11)  $\frac{1}{2} \div 4 =$

12)  $8 \div \frac{1}{6} =$

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

13)  $\frac{1}{3} \div 8 =$

14)  $3 \div \frac{1}{4} =$

15)  $\frac{1}{6} \div 2 =$

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

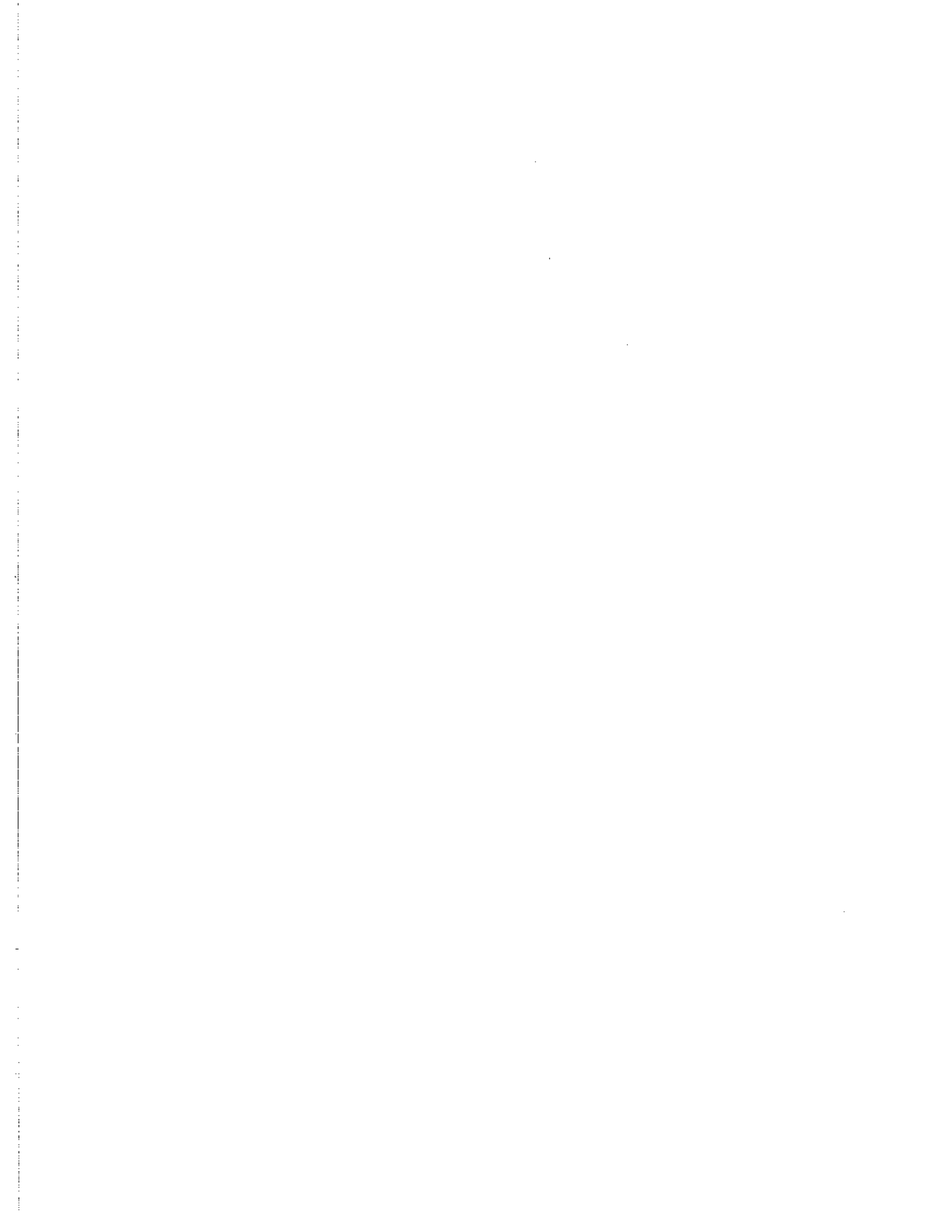
16)  $4 \div \frac{1}{3} =$

17)  $\frac{1}{7} \div 5 =$

18)  $9 \div \frac{1}{5} =$

17. \_\_\_\_\_

18. \_\_\_\_\_





Solve each problem.

Ex)  $\frac{1}{10} \times 5 = \frac{5}{10}$

1)  $\frac{1}{4} \times 9 =$

2)  $\frac{1}{5} \times 5 =$

3)  $5 \times \frac{1}{8} =$

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

5)  $\frac{1}{12} \times 4 =$

6)  $4 \times \frac{1}{6} =$

7)  $\frac{1}{5} \times 4 =$

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

9)  $10 \times \frac{1}{8} =$

10)  $10 \times \frac{1}{12} =$

11)  $\frac{1}{10} \times 7 =$

12)  $4 \times \frac{1}{4} =$

13)  $10 \times \frac{1}{5} =$

14)  $5 \times \frac{1}{3} =$

15)  $2 \times \frac{1}{3} =$

16)  $\frac{1}{6} \times 3 =$

17)  $9 \times \frac{1}{12} =$

18)  $\frac{1}{4} \times 8 =$

19)  $\frac{1}{4} \times 10 =$

20)  $10 \times \frac{1}{10} =$

**Answers**

Ex.  $\frac{5}{10}$

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

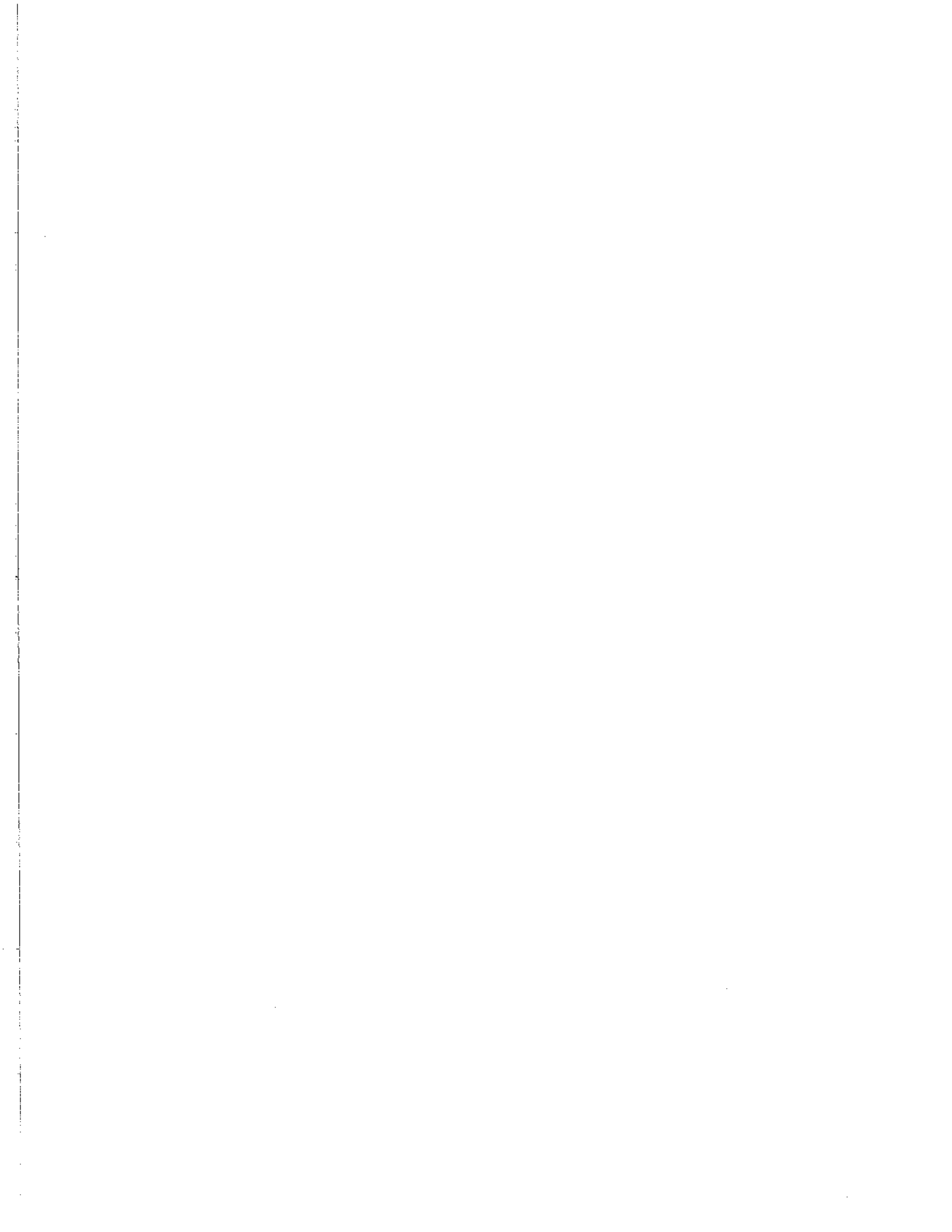
16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_





**Solve each problem.**

1) 

6	8		
+	4	1	. 2

2) 

4	0	.	5	
-	5	.	3	5

3) 

7	8	.	6	2
-	3	8	.	6 4 0

4) 

8	6	.	3	
+	2	5	.	1 2 7

5) 

2	6	.	1	
-	2	.	4 4	

6) 

9	3			
+	8	7	.	3 7

7) 

5	3			
+	4	4	.	2 9 4

8) 

2	2			
-	2	1	.	6

9) 

8	0			
+	4	6	.	6

10) 

6	8	.	4	
+	4	8	.	1 4

11) 

3	4	.	6	
-	1	9	.	7 7

12) 

8	9			
-	1	.	8	

13) 

4	8			
+	4	5	.	6 3

14) 

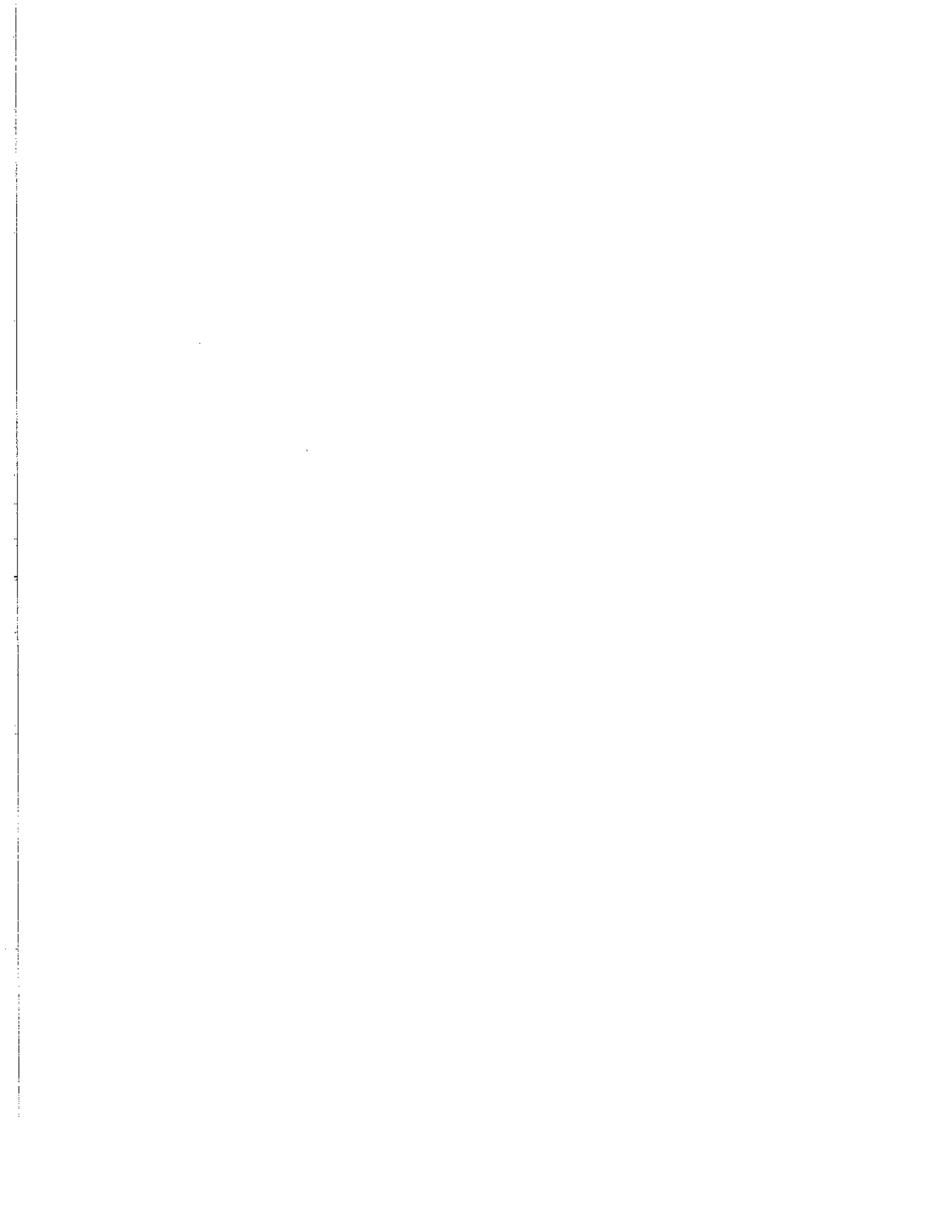
5	0	.	0	
-	2	2	.	8 1 4

15) 

1	7			
+	8	.	7	

## Answers

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_





Solve each problem.

**Answers**

146

116

112

294

133 r27

241

232 r15

308 r4

47 r59

1)  $30 \overline{) 7,230}$

2)  $16 \overline{) 4,932}$

3)  $28 \overline{) 6,511}$

4)  $39 \overline{) 5,214}$

5)  $28 \overline{) 8,232}$

6)  $95 \overline{) 4,524}$

7)  $56 \overline{) 6,496}$

8)  $39 \overline{) 5,694}$

9)  $83 \overline{) 9,296}$

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_





Solve each problem.

6,396	20,608	68,098	12,045
3,960	7,905	19,836	27,133
59,363	6,885	79,722	22,050

1) 
$$\begin{array}{r} 164 \\ \times 39 \\ \hline \end{array}$$

2) 
$$\begin{array}{r} 459 \\ \times 15 \\ \hline \end{array}$$

3) 
$$\begin{array}{r} 224 \\ \times 92 \\ \hline \end{array}$$

4) 
$$\begin{array}{r} 862 \\ \times 79 \\ \hline \end{array}$$

5) 
$$\begin{array}{r} 261 \\ \times 76 \\ \hline \end{array}$$

6) 
$$\begin{array}{r} 667 \\ \times 89 \\ \hline \end{array}$$

7) 
$$\begin{array}{r} 360 \\ \times 11 \\ \hline \end{array}$$

8) 
$$\begin{array}{r} 631 \\ \times 43 \\ \hline \end{array}$$

9) 
$$\begin{array}{r} 155 \\ \times 51 \\ \hline \end{array}$$

10) 
$$\begin{array}{r} 165 \\ \times 73 \\ \hline \end{array}$$

11) 
$$\begin{array}{r} 630 \\ \times 35 \\ \hline \end{array}$$

12) 
$$\begin{array}{r} 927 \\ \times 86 \\ \hline \end{array}$$

Answers

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

