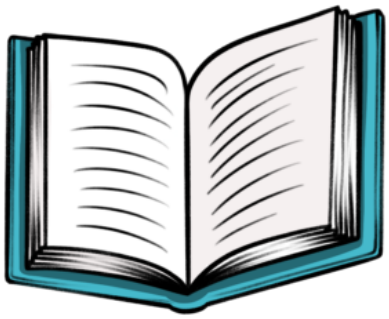

Reading Log

Date:_____

Title of Book:_____

How Many Pages Did You Read? _____

How Long Did You Read? _____ minutes

Write A Brief Description of What You Read

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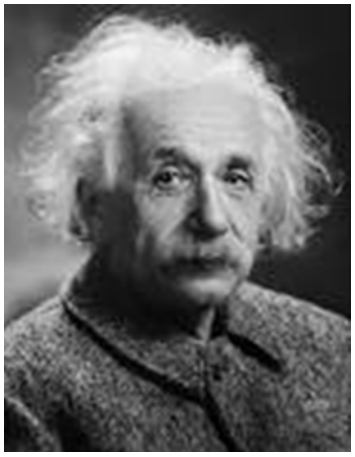
Name: _____ Date: _____

Reading Comprehension Worksheet

Albert Einstein

Read the passage. Then answer the questions.

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



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

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

<u>Answer each question.</u>

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

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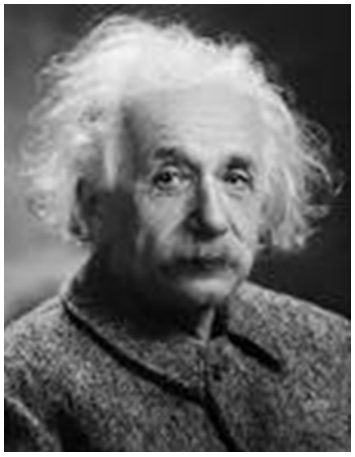
Name: _____ Date: _____

Grade 5 Reading Comprehension Worksheet

Albert Einstein

Read the passage. Then answer the questions.

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



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

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

<u>Answer each question.</u>

1. **What do you know about the early life of Albert Einstein?**
   Albert Einstein was born on March 14, 1879 in Ulm, Germany, his father was an electrical engineer, and his mother was a musician. She taught him to music. He didn't speak until he was two years old. When he was six, his

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

2. **Where did Einstein job?**

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

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

   In the year 1905 he published three outstanding papers.

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

4. **What was Einstein's major work?**

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

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Name: _____ **Date: _____**

Reading Comprehension Worksheet

Don't Sell the Farm

By Marie-Victorian

Read the story. Then answer the questions.

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

<u>Answer each question.</u>

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

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Name: _____ **Date: _____**

Grade 5 Reading Comprehension Worksheet

Don't Sell the Farm

By Marie-Victorian

Read the story. Then answer the questions.

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

<u>Answer each question.</u>

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

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NAME:_____ DATE:_____

DIRECTIONS Read the text and then answer the questions.

SCORE

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

1. Why does Matt want karate lessons?

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

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

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

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

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

4. What is *karate*?

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

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

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

1. (Y)(N)
2. (Y)(N)
3. (Y)(N)
4. (Y)(N)
5. (Y)(N)

___ / 5
Total

NAME:_____ DATE:_____

DIRECTIONS Read the text and then answer the questions.

SCORE

1. Ⓨ Ⓝ
2. Ⓨ Ⓝ
3. Ⓨ Ⓝ
4. Ⓨ Ⓝ
5. Ⓨ Ⓝ

___ / 5
Total

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

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

1. What do people who practice karate wear?

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

2. What is the setting?

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

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

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

4. Which is a synonym for *dismay*?

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

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

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

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NAME:_____ DATE:_____

DIRECTIONS Read the text and then answer the questions.

SCORE

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

1. Who gave Matt his karate lessons?

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

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

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

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

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

4. Which is a synonym for *admired*?

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

5. Which word describes the tone of this text?

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

1. (Y)(N)
2. (Y)(N)
3. (Y)(N)
4. (Y)(N)
5. (Y)(N)

___ / 5
Total

NAME:_____ DATE:_____

MATT'S REAL LESSON

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

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

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

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

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NAME:_____ DATE:_____

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

1. What does Matt think about karate at first?

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

2. What do you predict Matt will do?

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

3. Which is a reason to read this text?

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

4. Which is likely the author's opinion?

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

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

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

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

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

7. Which real lesson does Matt learn?

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

8. Which text has a similar theme?

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

SCORE

1. (Y)(N)
2. (Y)(N)
3. (Y)(N)
4. (Y)(N)
5. (Y)(N)
6. (Y)(N)
7. (Y)(N)
8. (Y)(N)

___ / 8
Total

NAME:_____ DATE:_____

DIRECTIONS

Reread the text "Matt's Real Lesson." Then, read the prompt and respond on the lines below.

SCORE

___ / 4

Have you ever taken martial arts lessons? If you have, what was it like? If you have not, what do you think it would be like? Explain your answer.

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NAME:_____ DATE:_____

DIRECTIONS Read the text and then answer the questions.

SCORE

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

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

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

1. What is this text about?

(A) The text is about a girl who hates gym class.

(B) The text is about a girl who is trying to keep up in gym class.

(C) The text is about a girl who is trying to quit gym class.

(D) The text is about a girl who is trying to be a winner in gym class.

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

(A) run faster

(B) stop running

(C) get to gym class earlier

(D) build her endurance

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

(A) mangle

(B) management

(C) man

(D) age

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

(A) pace

(B) exercise

(C) endurance

(D) build

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

(A) keep up with

(B) run

(C) breathe

(D) exercise

1. (Y)(N)

2. (Y)(N)

3. (Y)(N)

4. (Y)(N)

5. (Y)(N)

___ / 5
Total

NAME:_____ DATE:_____

DIRECTIONS Read the text and then answer the questions.

SCORE

1. Ⓨ Ⓝ
2. Ⓨ Ⓝ
3. Ⓨ Ⓝ
4. Ⓨ Ⓝ
5. Ⓨ Ⓝ

___ / 5
Total

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

1. What is the text about?

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

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

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

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

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

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

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

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

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

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NAME:_____ DATE:_____

DIRECTIONS Read the text and then answer the questions.

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

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

1. What is this text mostly about?

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

2. How does Emma feel about using the equipment?

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

3. Who teaches people how to use gym equipment?

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

4. Which is a synonym for *exhausted*?

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

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

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

SCORE

1. (Y) (N)
2. (Y) (N)
3. (Y) (N)
4. (Y) (N)
5. (Y) (N)

___ / 5
Total

NAME:_____ DATE:_____

SHAPE UP!

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

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

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

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

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NAME:_____ DATE:_____

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

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

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

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

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

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

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

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

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

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

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

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

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

7. Which lesson does Emma learn in this text?

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

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

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

SCORE

1. (Y)(N)
2. (Y)(N)
3. (Y)(N)
4. (Y)(N)
5. (Y)(N)
6. (Y)(N)
7. (Y)(N)
8. (Y)(N)

___ / 8
Total

NAME:_____ DATE:_____

DIRECTIONS Reread the text "Shape Up!" Then, read the prompt and respond on the lines below.

SCORE
___ / 4

What kind of exercise do you do? What sports and games do you like? Write about what you do to get in shape.

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NAME:_____ DATE:_____

DIRECTIONS Read the text and then answer the questions.

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

1. What is this text about?

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

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

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

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

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

4. Which is a synonym for *depend*?

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

5. Which word describes the tone of this text?

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

SCORE

1. (Y) (N)
2. (Y) (N)
3. (Y) (N)
4. (Y) (N)
5. (Y) (N)

___ / 5
Total

NAME:_____ DATE:_____

DIRECTIONS Read the text and then answer the questions.

SCORE

1. Ⓨ Ⓝ
2. Ⓨ Ⓝ
3. Ⓨ Ⓝ
4. Ⓨ Ⓝ
5. Ⓨ Ⓝ

___ / 5
Total

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

1. What is the text about?

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

2. What does a *carnivore* eat?

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

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

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

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

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

5. Which phrase compares two objects?

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

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NAME:_____ DATE:_____

DIRECTIONS Read the text and then answer the questions.

SCORE

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

1. What is the topic of the text?

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

2. Why do we need decomposers?

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

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

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

4. Which word means *to break down*?

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

5. Which word is plural?

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

1. (Y)(N)
2. (Y)(N)
3. (Y)(N)
4. (Y)(N)
5. (Y)(N)

___ / 5
Total

NAME:_____ DATE:_____

WE ARE ALL CONNECTED

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

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

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

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

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

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NAME:_____ DATE:_____

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

1. Which happens first?

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

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

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

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

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

4. Which statement is true?

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

5. Which would a decomposer likely want to eat?

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

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

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

7. What happens without decomposers?

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

8. Which is true about producers?

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

SCORE

1. (Y)(N)
2. (Y)(N)
3. (Y)(N)
4. (Y)(N)
5. (Y)(N)
6. (Y)(N)
7. (Y)(N)
8. (Y)(N)

___ / 8
Total

NAME:_____ DATE:_____

DIRECTIONS Reread the text "We Are All Connected." Then, read the prompt and respond on the lines below.

SCORE
___ / 4

How are we all connected? Write about how producers, consumers, and decomposers are connected.

_____

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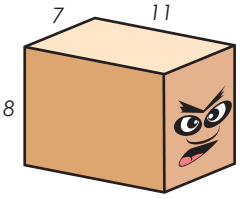
Surface Area Smackdown

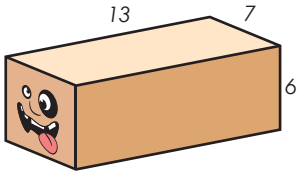
ROUND 1

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

Remember:
Surface area = 2 x **[**(length x width) + (length x height) + (height x width)**]**

BOXING 1 MATCH

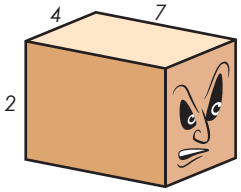


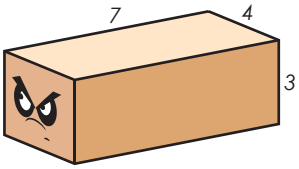


442 sq. in _____ sq. in

L x W = **77**
L x H = **88**
H x W = **56**
221
221 x 2 = 442

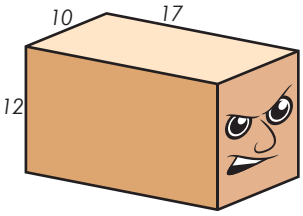
BOXING 2 MATCH

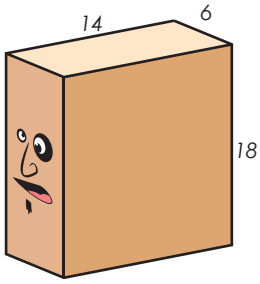




_____ sq. in _____ sq. in

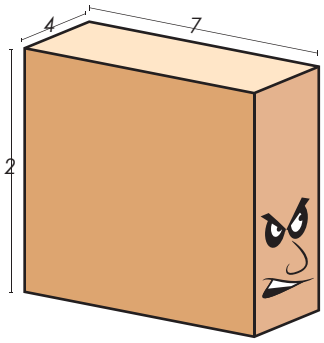
BOXING 3 MATCH

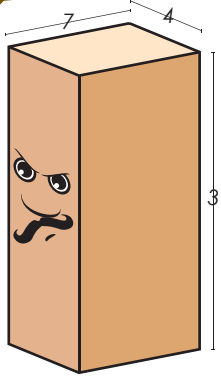




_____ sq. in _____ sq. in

BOXING 4 MATCH





_____ sq. in _____ sq. in

Math
Algebra

Algebra Action!

Value of The Expression

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

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

2+ 3	17 - 16 + 2	$\frac{2}{5}$ x
6	(3 x 5) - (6 x 2)	***y*** - 20

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

1. Put 5 in the place of ***y*** — ***7 + y***

   7 + 5

2. Calculate it — ***7 + 5 = 12***

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

17 - h

If h = 4

4 + y + 7

If y = 8

(12 - b) + 5

If b = 3

(5 x m) + 1

If m = 6

(4 x p) x 2

If p = 10

20 + (6 x w)

If w = 3

Math
Fractions

Find The Missing *Numerator* or *Denominator*

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

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

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

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

$\frac{1}{2} \times \frac{1}{4} = \frac{1}{\square}$	$\frac{1}{5} \times \frac{3}{7} = \frac{3}{\square}$
$\frac{1}{2} \times \frac{3}{2} = \frac{\square}{4}$	$\frac{8}{9} \times \frac{5}{6} = \frac{\square}{54}$
$\frac{\square}{3} \times \frac{1}{5} = \frac{7}{15}$	$\frac{\square}{2} \times \frac{7}{8} = \frac{14}{16}$
$\frac{6}{9} \times \frac{2}{\square} = \frac{12}{36}$	$\frac{5}{6} \times \frac{8}{\square} = \frac{40}{60}$

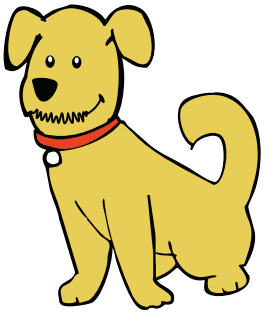
Challenge

$\frac{\square}{4} \times \frac{3}{\square} = \frac{15}{16}$	$\frac{\square}{5} \times \frac{4}{\square} = \frac{28}{25}$

It All Adds Up!

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

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



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

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

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

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

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FORMULAS FOR THE CIRCLE

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

Area (A) The space that is inside a circle
Circumference (C) The distance around a circle
Diameter (d) The length of a straight line going through the center of a circle
Radius (r) Half the diameter
Pi (π) The ratio of the circle's circumference to its diameter. It is the same number for all circles. It is an irrational number, meaning the decimals go on infinitely. It can be rounded to 3.14.

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

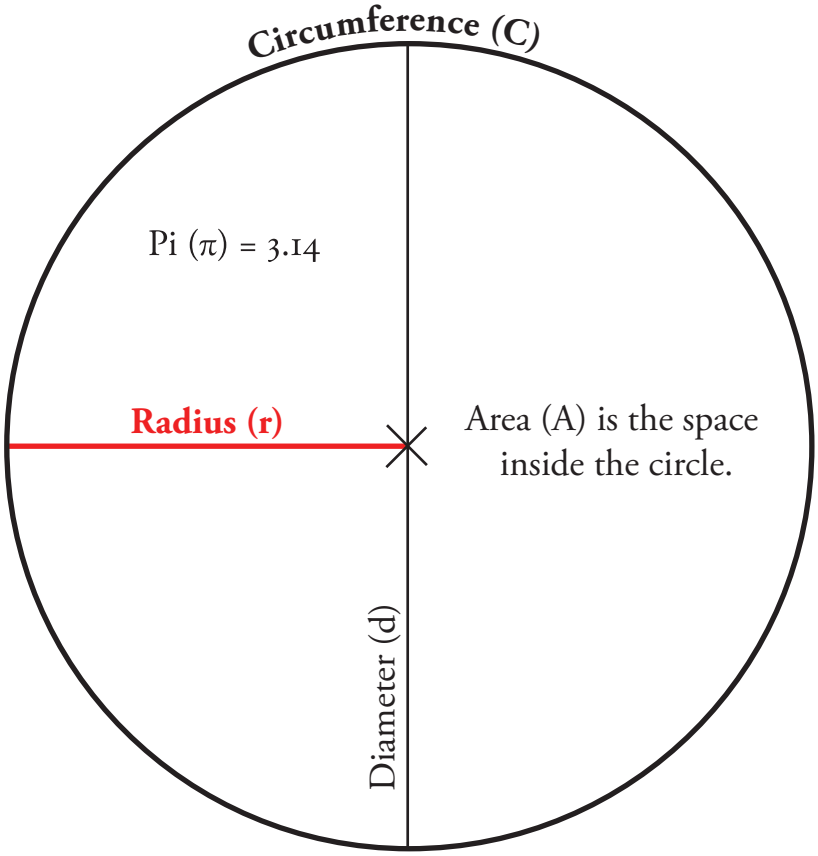
$A = \pi r^2$

$C = \pi d$ *or* $C = 2\pi r$

$d = 2r$ *or* $d = C/\pi$

$r = d/2$ *or* $r = \sqrt{(A/\pi)}$

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



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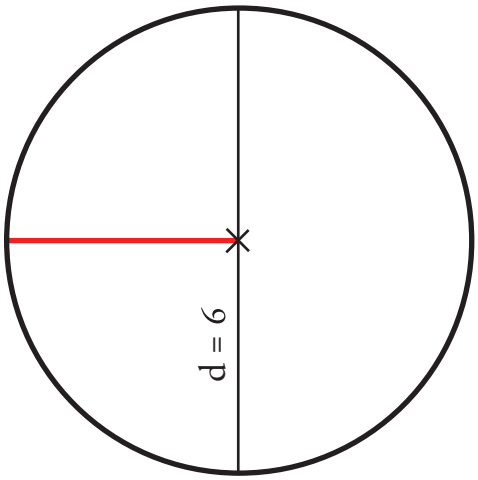
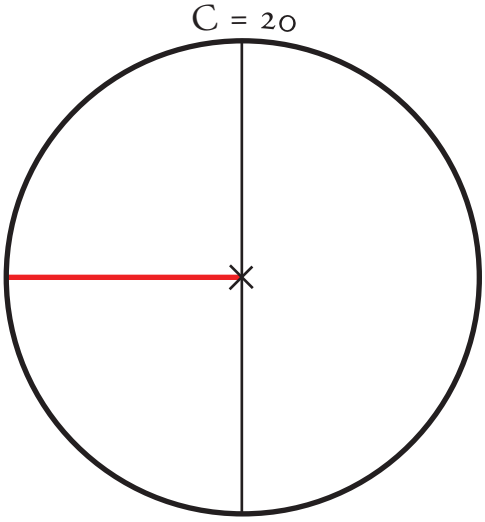
PROBLEMS

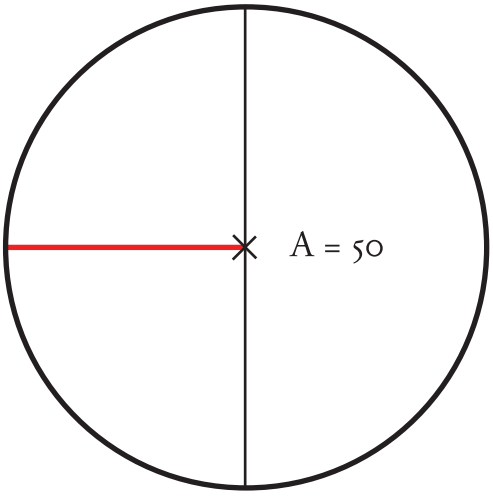
Find the radius, circumference and area of this circle. Round your answers to the nearest hundredth.



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



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



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Algebraic Expressions

Simplify the following expressions.

1.) $5a + 6a =$

2.) $3a + a =$

3.) $8a – 3a =$

4.) $10a – 2a =$

5.) $9a + 4a =$

6.) $11a – 7a =$

7.) $4b + 3b =$

8.) $12b – 6b =$

9.) $5b + 9b =$

Complete the following expressions.

1.) $12 \times 3 – 5 + 4 =$

2.) $4 + 7 \times 2 – 8 =$

3.) $5 – 7 + 2 \times 10 =$

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

5.) $11 \times 3 – 12 \div 4 =$

6.) $5 + 9 – 16 \div 2 =$

Combine like terms to simplify the following expressions.

1.) $3a(a + 4) – 2a + 7 =$

2.) $5a + 3a – 15 \div 3 =$

3.) $4(3 + 9) + 10a – 4a =$

4.) $(21 \div 7)(4a + a) – 12 =$

5.) $17 + 4(3 + a) – a =$

6.) $10a – 4a + 27 \div 3 =$

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Delicious Decimals

round and compare

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

1. 21.070 [=] 21.07
2. 784.15 [ ] 13.064
3. 4.863 [ ] 238.479
4. 32.4 [ ] 32.41
5. 0.002 [ ] .001
6. 34.578 [ ] 46.2

Round each decimal to the given place.

1. round 782.164 to the nearest tenth 782.2
2. round 3.004 to the nearest whole number _____
3. round 943.492 to the nearest tenth _____
4. round 1.209 to the nearest hundredth _____
5. round 40.489 to the nearest whole number _____

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

Place Value Guide

4	.	9	2	4
ones		tenths	hundredths	thousandths

Tenths

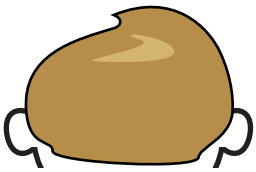
56.56321

56.6

450.91365

_____

18.59452



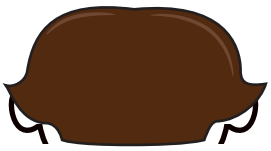
_____

2.43125

_____

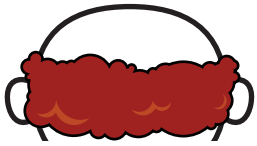
Hundredths

12.29531



12.30

25.12546



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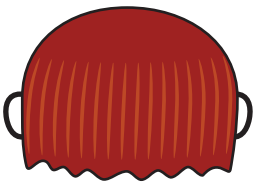
82.98406



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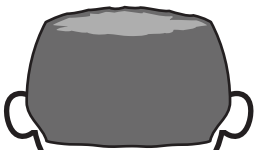
61.23995



_____

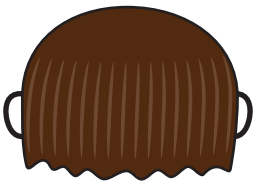
Mixed

11.25631

11.3

Tenths

164.25981



_____

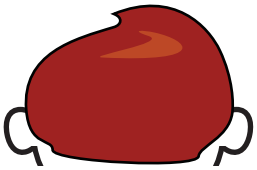
Hundredths

20.28315

_____

Tenths

1.99529



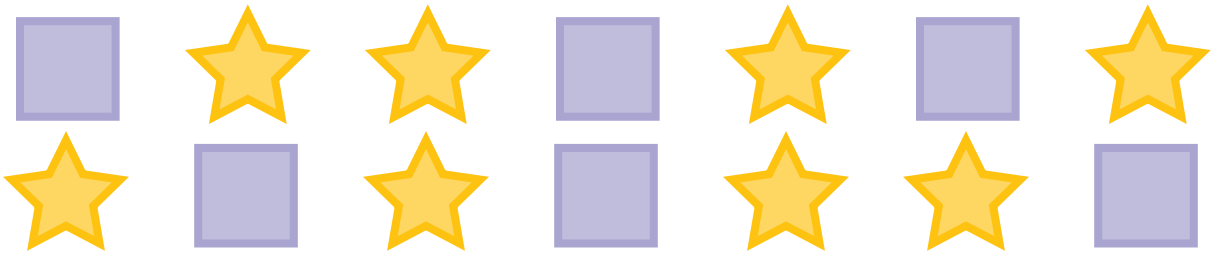
_____

Hundredths

Name Date

Find the Ratios

A ratio is the comparison between two or more numbers.

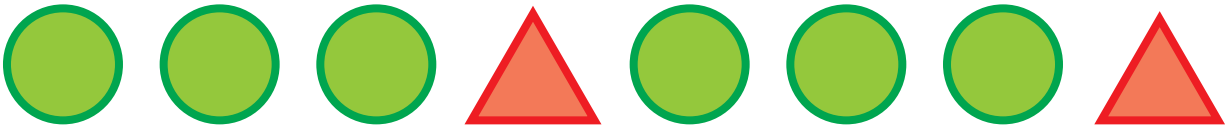


Look at the example above. There are six squares and eight stars, so the ratio of squares to stars are 6 to 8 or **6:8**. We are also able to say that the ratio of stars to squares is 8 to 6 or **8:6**.

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

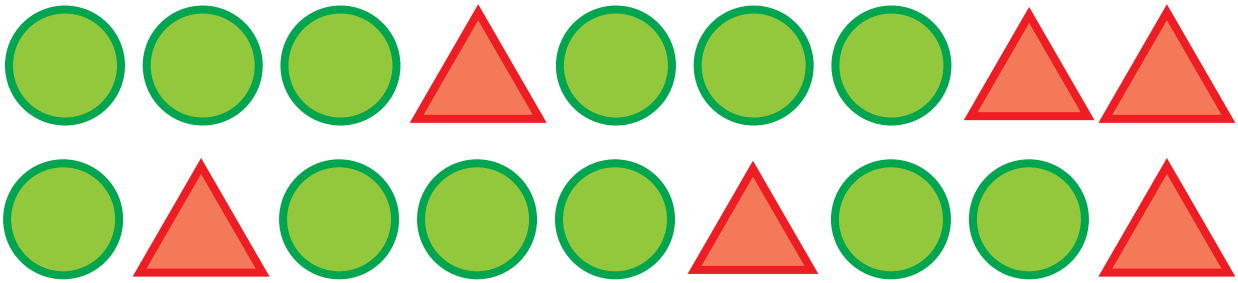
Answer the questions below.

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



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

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



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

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

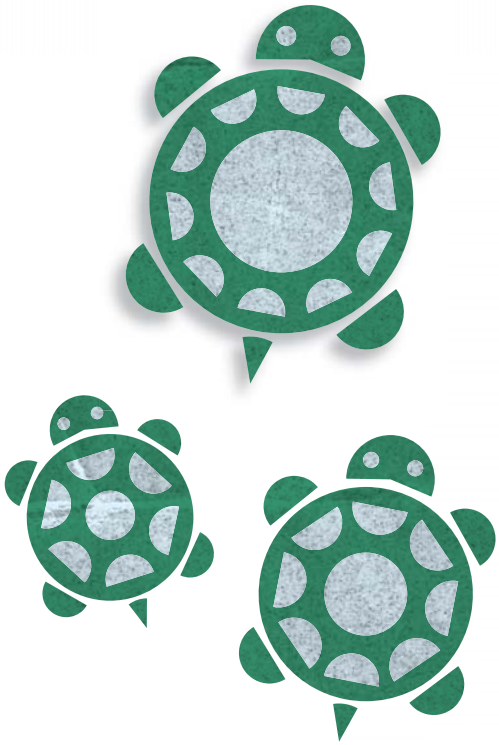
6) What is the ratio of circles to triangles simplified? ____ : ____

SKILLS PRACTICE 3

MIXED + IMPROPER FRACTIONS

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

$4\frac{5}{7}$ Mixed $7 \times 4 = 28$ $28 + 5 = 33$ $\frac{33}{7}$	$\frac{21}{5}$ _____	$\frac{34}{5}$ _____
$8\frac{1}{6}$ _____	$6\frac{3}{5}$ _____	$8\frac{1}{2}$ _____
$6\frac{4}{7}$ _____	$\frac{32}{5}$ _____	$\frac{31}{4}$ _____



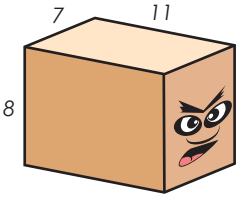
Surface Area Smackdown

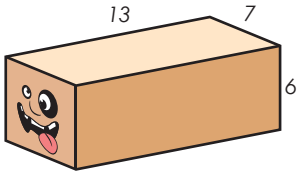
ROUND 1

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

Remember:
Surface area = 2 x **[**(length x width) + (length x height) + (height x width)**]**

BOXING 1 MATCH

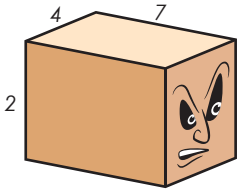


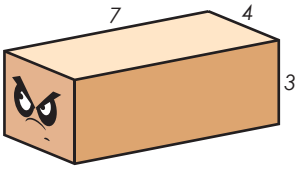


442 sq. in _____ sq. in

L x W = **77**
L x H = **88**
H x W = **56**
221
221 x 2 = 442

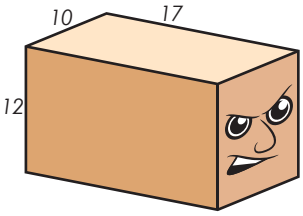
BOXING 2 MATCH

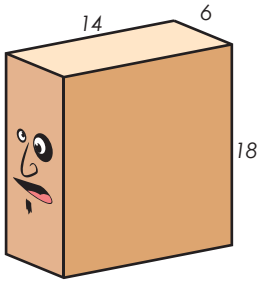




_____ sq. in _____ sq. in

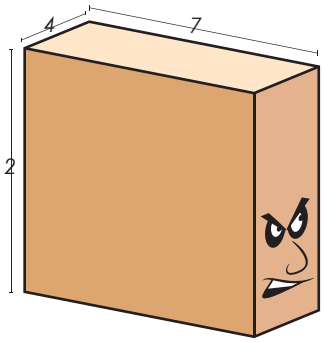
BOXING 3 MATCH

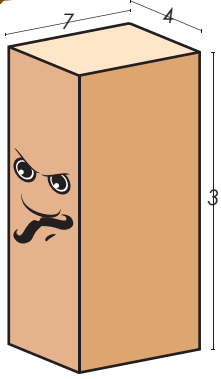




_____ sq. in _____ sq. in

BOXING 4 MATCH





_____ sq. in _____ sq. in

Math
Algebra

Algebra Action!

Value of The Expression

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

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

2+ 3	17 - 16 + 2	$\frac{2}{5}$ x
6	(3 x 5) - (6 x 2)	***y*** - 20

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

1. Put 5 in the place of ***y*** — ***7 + y***

   7 + 5

2. Calculate it — ***7 + 5 = 12***

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

17 - h

If h = 4

4 + y + 7

If y = 8

(12 - b) + 5

If b = 3

(5 x m) + 1

If m = 6

(4 x p) x 2

If p = 10

20 + (6 x w)

If w = 3

Math
Fractions

Find The Missing *Numerator* or *Denominator*

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

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

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

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

$\frac{1}{2} \times \frac{1}{4} = \frac{1}{\square}$	$\frac{1}{5} \times \frac{3}{7} = \frac{3}{\square}$
$\frac{1}{2} \times \frac{3}{2} = \frac{\square}{4}$	$\frac{8}{9} \times \frac{5}{6} = \frac{\square}{54}$
$\frac{\square}{3} \times \frac{1}{5} = \frac{7}{15}$	$\frac{\square}{2} \times \frac{7}{8} = \frac{14}{16}$
$\frac{6}{9} \times \frac{2}{\square} = \frac{12}{36}$	$\frac{5}{6} \times \frac{8}{\square} = \frac{40}{60}$

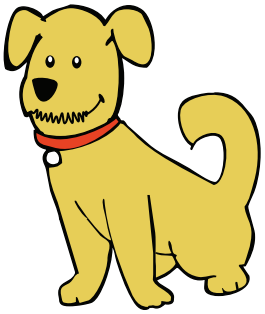
Challenge

$\frac{\square}{4} \times \frac{3}{\square} = \frac{15}{16}$	$\frac{\square}{5} \times \frac{4}{\square} = \frac{28}{25}$

It All Adds Up!

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

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



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

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

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

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

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FORMULAS FOR THE CIRCLE

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

Area (A) The space that is inside a circle
Circumference (C) The distance around a circle
Diameter (d) The length of a straight line going through the center of a circle
Radius (r) Half the diameter
Pi (π) The ratio of the circle's circumference to its diameter. It is the same number for all circles. It is an irrational number, meaning the decimals go on infinitely. It can be rounded to 3.14.

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

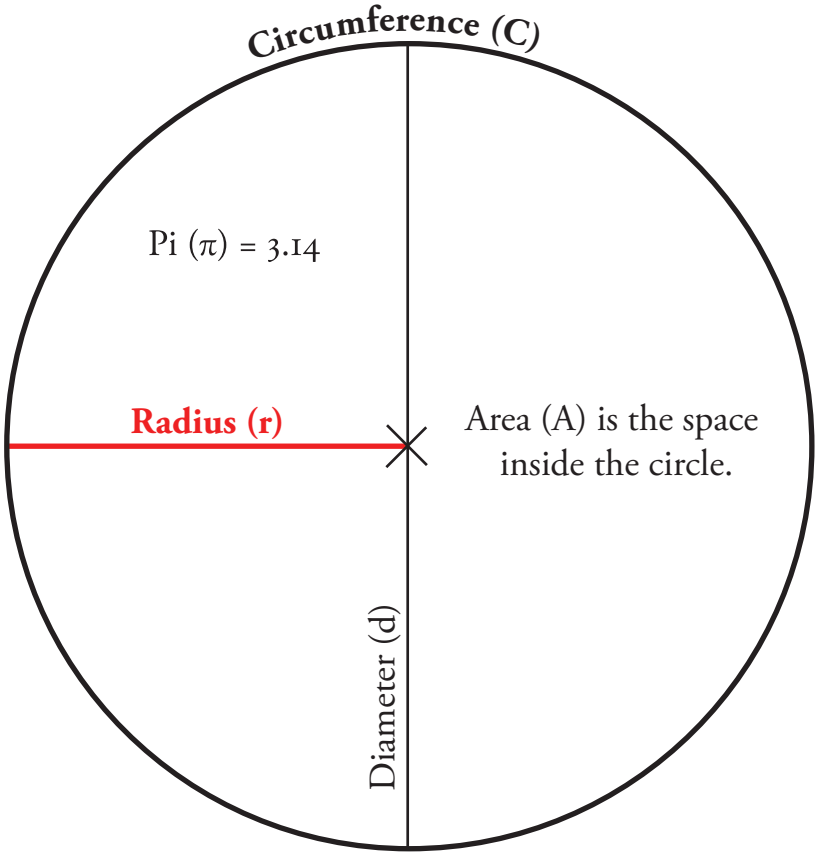
$A = \pi r^2$

$C = \pi d$ *or* $C = 2\pi r$

$d = 2r$ *or* $d = C/\pi$

$r = d/2$ *or* $r = \sqrt{(A/\pi)}$

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



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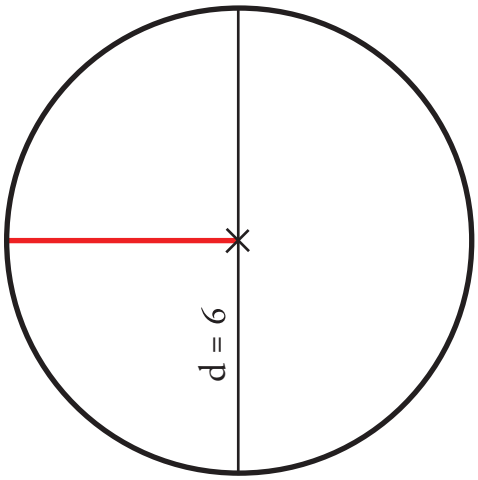
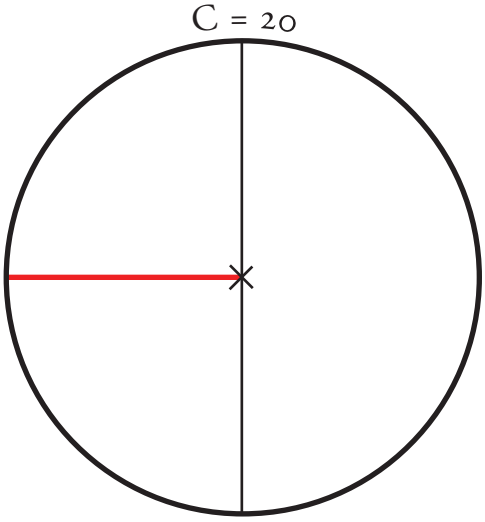
PROBLEMS

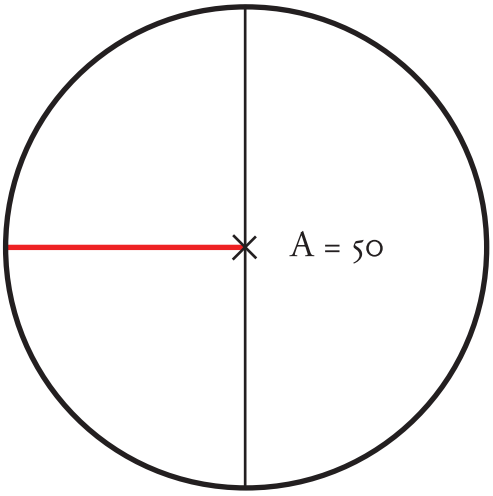
Find the radius, circumference and area of this circle. Round your answers to the nearest hundredth.



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



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



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Algebraic Expressions

Simplify the following expressions.

1.) $5a + 6a =$

2.) $3a + a =$

3.) $8a – 3a =$

4.) $10a – 2a =$

5.) $9a + 4a =$

6.) $11a – 7a =$

7.) $4b + 3b =$

8.) $12b – 6b =$

9.) $5b + 9b =$

Complete the following expressions.

1.) $12 \times 3 – 5 + 4 =$

2.) $4 + 7 \times 2 – 8 =$

3.) $5 – 7 + 2 \times 10 =$

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

5.) $11 \times 3 – 12 \div 4 =$

6.) $5 + 9 – 16 \div 2 =$

Combine like terms to simplify the following expressions.

1.) $3a(a + 4) – 2a + 7 =$

2.) $5a + 3a – 15 \div 3 =$

3.) $4(3 + 9) + 10a – 4a =$

4.) $(21 \div 7)(4a + a) – 12 =$

5.) $17 + 4(3 + a) – a =$

6.) $10a – 4a + 27 \div 3 =$

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Delicious Decimals

round and compare

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

1. 21.070 [=] 21.07
2. 784.15 [ ] 13.064
3. 4.863 [ ] 238.479
4. 32.4 [ ] 32.41
5. 0.002 [ ] .001
6. 34.578 [ ] 46.2

Round each decimal to the given place.

1. round 782.164 to the nearest tenth 782.2
2. round 3.004 to the nearest whole number _____
3. round 943.492 to the nearest tenth _____
4. round 1.209 to the nearest hundredth _____
5. round 40.489 to the nearest whole number _____

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

Place Value Guide

4	.	9	2	4
ones		tenths	hundredths	thousandths

Tenths

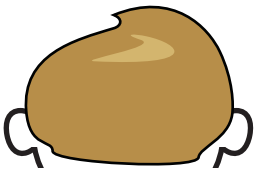
56.56321

56.6

450.91365

_____

18.59452



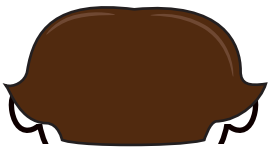
_____

2.43125

_____

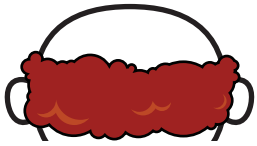
Hundredths

12.29531



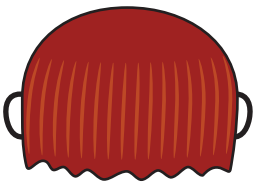
12.30

25.12546



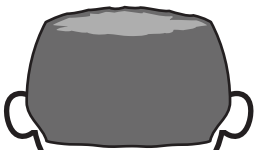
_____

82.98406



_____

61.23995



_____

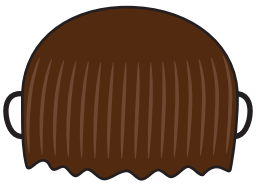
Mixed

11.25631

11.3

Tenths

164.25981



_____

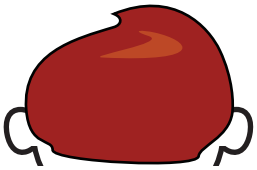
Hundredths

20.28315

_____

Tenths

1.99529



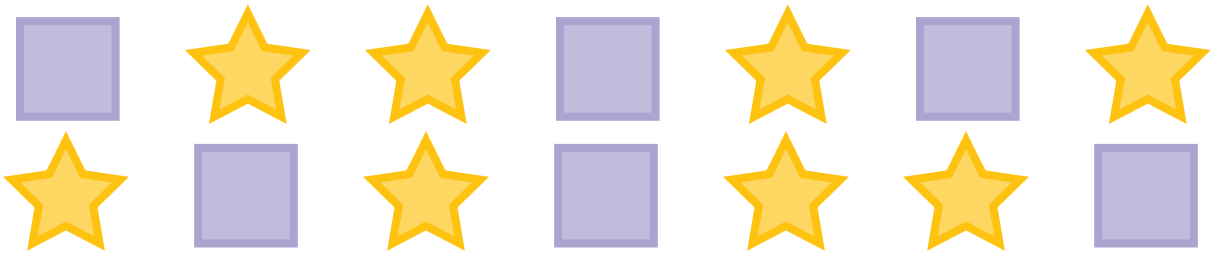
_____

Hundredths

Name Date

Find the Ratios

A ratio is the comparison between two or more numbers.



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

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Answer the questions below.

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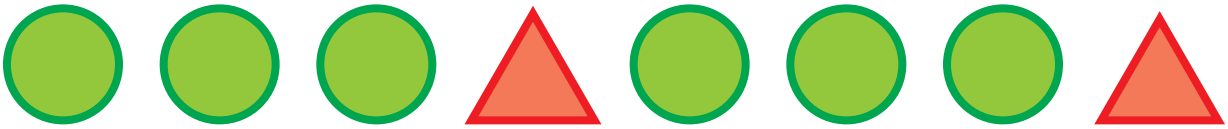
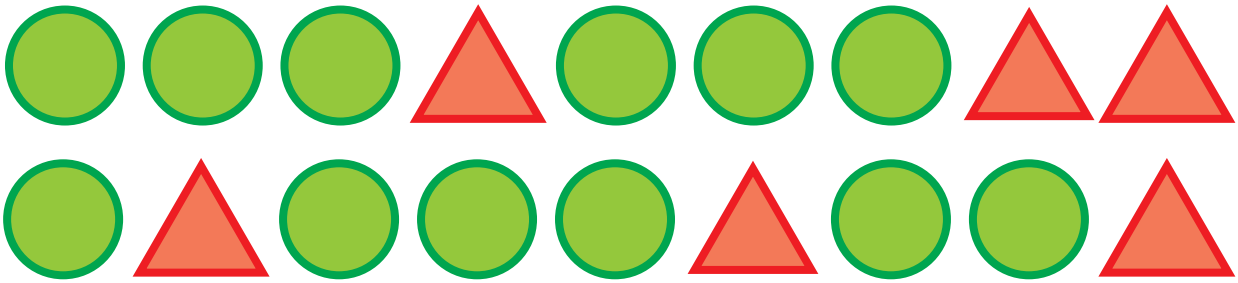


2) What is the ratio of circles to triangles? ____ : ____

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



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

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

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

SKILLS PRACTICE 3

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

$4\frac{5}{7}$ Mixed $7 \times 4 = 28$ $28 + 5 = 33$ $\frac{33}{7}$	$\frac{21}{5}$ _____	$\frac{34}{5}$ _____
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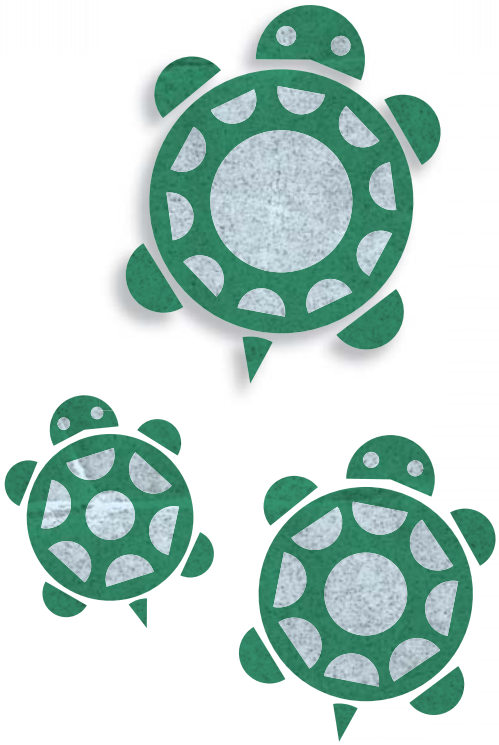


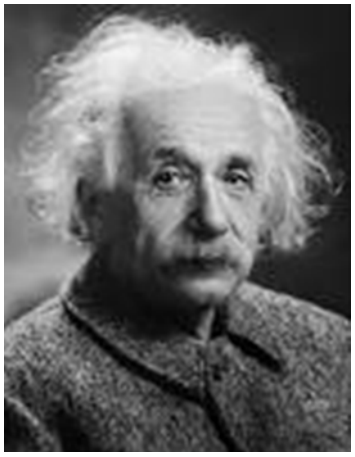
Name: _____ Date: _____

Reading Comprehension Worksheet

Albert Einstein

Read the passage. Then answer the questions.

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



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

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

<u>Answer each question.</u>

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

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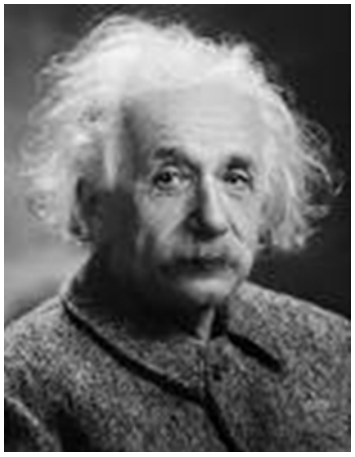
Name: _____ Date: _____

Grade 5 Reading Comprehension Worksheet

Albert Einstein

Read the passage. Then answer the questions.

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



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

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

<u>Answer each question.</u>

1. **What do you know about the early life of Albert Einstein?**
   Albert Einstein was born on March 14, 1879 in Ulm, Germany, his father was an electrical engineer, and his mother was a musician. She taught him to music. He didn't speak until he was two years old. When he was six, his

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

2. **Where did Einstein job?**

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

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

   In the year 1905 he published three outstanding papers.

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

4. **What was Einstein's major work?**

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

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Name: _____ **Date: _____**

Reading Comprehension Worksheet

Don't Sell the Farm

By Marie-Victorian

Read the story. Then answer the questions.

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

<u>Answer each question.</u>

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

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Name: _____ **Date: _____**

Grade 5 Reading Comprehension Worksheet

Don't Sell the Farm

By Marie-Victorian

Read the story. Then answer the questions.

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

<u>Answer each question.</u>

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

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Name _____ Date _____

Social Studies

SS5H8

History

People and Events from 1950–1975

DIRECTIONS: Read the quotes and then answer the questions that follow.

"You have a row of dominoes set up, you knock over the first one, and what will happen to the last one is the certainty that it will go over very quickly . . ."

Dwight Eisenhower

1. **According to the domino theory, if one country in Southeast Asia fell to communism, the other countries in the area would also fall. This theory led the United States to enter what war?**
   - (A) World War II
   - (B) Korean War
   - (C) Vietnam War
   - (D) Persian Gulf War

"Now let us say that we are not advocating [supporting] violence . . . The only weapon we have in our hands this evening is the weapon of protest."

Martin Luther King, Jr.

2. **Martin Luther King, Jr., encouraged his followers to _____ .**
   - (F) use violence
   - (G) obey laws even when the laws were unjust
   - (H) fight back when attacked
   - (J) use nonviolent protest

"In a land of great wealth, families must not live in hopeless poverty . . . In a great land of learning and scholars, young people must be taught to read and write."

Lyndon B. Johnson

3. **President Johnson called his social programs the _____ .**
   - (A) New Deal
   - (B) Square Deal
   - (C) New Frontier
   - (D) Great Society

DIRECTIONS: Choose the best answer.

4. **What event in the 1960s brought the world close to nuclear war?**
   - (F) the Bay of Pigs invasion
   - (G) construction of the Berlin Wall
   - (H) the Cuban Missile Crisis
   - (J) the Apollo project

5. **What Supreme Court case in 1954 led to the desegregation of schools?**
   - (A) *Plessy v. Ferguson*
   - (B) *Norris v. Alabama*
   - (C) *Brown v. Board of Education*
   - (D) *Sweatt v. Painter*

6. **What agency was created after the Soviets launched the satellite *Sputnik*?**
   - (F) National Aeronautics and Space Administration
   - (G) Central Intelligence Agency
   - (H) Federal Bureau of Investigation
   - (J) House Un-American Activities Committee

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Name _____ Date _____

Social Studies

Geography

SS5G2

Factors Affecting Industrial Location in the United States

DIRECTIONS: Read the passage below and then choose the best answers.

The period from the end of the Civil War to 1900 was an era of unmatched economic growth in the United States. New methods in technology and business allowed the country to tap its rich supply of natural resources, increase its production, and raise the money needed for growth. The change from an agricultural economy to an industrial one was possible because the United States had the resources needed for a growing economy. Among these resources were what economists call the factors of production: land, labor, and capital.

The first factor of production, **land,** means not just the land itself but all natural resources. The second factor of production is **labor.** Large numbers of workers were needed to turn raw materials into goods. The third production factor, **capital,** is the buildings, machinery, and tools used in production. The term "capital" is also used to mean money available for investment.

The oil industry grew rapidly in the late 1800s, after oil was discovered in western Pennsylvania. Steel also became a huge business at this time. In the 1870s, large steel mills were built close to sources of iron ore in western Pennsylvania and eastern Ohio. Pittsburgh, Pennsylvania, became the steel capital of the United States. Cities located near the mines and close to waterways, like Cleveland, Chicago, Detroit, and Birmingham, Alabama, also became centers of steel production.

Some of the strongest industrial advances in the South were in the textile industry. Before the Civil War, Southern planters had shipped cotton to textile mills in the North or in Europe. In the 1880s, textile mills sprang up throughout the South. Many Northern mills began to close as companies built new plants in the South. A cheap and reliable workforce helped Southern industry grow. A railroad building boom also aided industrial growth in the South. Still, the South did not develop an industrial economy as strong as the North's. The South remained primarily agricultural.

1. The three factors of production are land, labor, and _____ .

(A) natural resources
(B) technology
(C) industry
(D) capital

2. What two industries developed in western Pennsylvania in the late 1800s?

(F) oil and steel
(G) oil and textile
(H) steel and textile
(J) textile and agriculture

3. What industry shifted from the North to the South in the late 1800s?

(A) the oil industry
(B) the steel industry
(C) the textile industry
(D) the agricultural industry

4. Besides the railroad building boom, what helped Southern industry grow?

(F) the discovery of oil
(G) the workforce in the South
(H) a lack of agriculture in the South
(J) a lack of industry in the North

STOP

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Name _____ Date _____

Social Studies

SS5E1

Economics

Opportunity Costs

DIRECTIONS: Read the story and then answer the questions.

Jenny has $20 to spend. She would like to have the latest Biggie Boys CD, which costs $17. She'd also like to go out for pizza and a movie with her friends Maria and Chantel. She figures that would cost about $15. Then again, her brother's birthday is next week. Jenny knows he's a fan of those Wally Wizard books. She could surprise him with the newest book for $19.50. Of course, she really should repay her dad for that $10 she borrowed a few days ago. And for just $7.50, she could refill her secret supply of Choco-Nut bars she keeps hidden in her room. All the way home from school, Jenny thought and thought about what to do with that money.

Clue **Opportunity cost** is the next best alternative that is given up when a choice is made.

1. **Suppose Jenny decides to repay the $10 she borrowed from her dad. In that case, she will have to give up _____ .**
   - (A) going out for pizza and a movie with her friends
   - (B) refilling her secret supply of Choco-Nut bars
   - (C) buying the Biggie Boys CD
   - (D) both A and C

2. **After thinking it over, Jenny decides to rank her choices: her first choice is buying a Wally Wizard book for her brother, second is buying the Biggie Boys CD, third is repaying her dad, fourth is going out for pizza and a movie with her friends, and fifth is refilling her secret supply of Choco-Nut bars. Her opportunity cost is the item that is ranked second on her list. In this case, Jenny's opportunity cost is _____ .**
   - (F) buying the Biggie Boys CD
   - (G) repaying her dad and refilling her supply of Choco-Nut bars
   - (H) buying the Wally Wizard book
   - (J) all of the other choices are Jenny's opportunity cost

3. **Which of the following actions could Jenny take to get rid of her opportunity cost?**
   - (A) She could buy the Biggie Boys CD after all.
   - (B) She could go out with her friends but buy their pizza for them.
   - (C) She could put the money in the bank instead of spending it.
   - (D) None of the above. In each case, Jenny is giving something up.

4. **Which of the following was an opportunity cost for the United States when the decision was made to enter World War II?**
   - (F) Automakers had to stop building cars to produce trucks and tanks.
   - (G) Consumer goods, such as shoes, tires, and sugar, were needed for the war effort and had to be rationed.
   - (H) Millions of American workers left their jobs and joined the armed forces.
   - (J) all of the above

STOP

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NAME:_____ DATE:_____

DIRECTIONS Read the text and then answer the questions.

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

1. What is this text about?

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

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

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

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

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

4. Which is a synonym for *depend*?

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

5. Which word describes the tone of this text?

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

SCORE

1. (Y) (N)
2. (Y) (N)
3. (Y) (N)
4. (Y) (N)
5. (Y) (N)

___ / 5
Total

NAME:_____ DATE:_____

DIRECTIONS Read the text and then answer the questions.

SCORE

1. Ⓨ Ⓝ
2. Ⓨ Ⓝ
3. Ⓨ Ⓝ
4. Ⓨ Ⓝ
5. Ⓨ Ⓝ

___ / 5
Total

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

1. What is the text about?

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

2. What does a *carnivore* eat?

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

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

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

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

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

5. Which phrase compares two objects?

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

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NAME:_____ DATE:_____

DIRECTIONS Read the text and then answer the questions.

SCORE

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

1. What is the topic of the text?

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

2. Why do we need decomposers?

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

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

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

4. Which word means *to break down*?

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

5. Which word is plural?

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

1. (Y)(N)
2. (Y)(N)
3. (Y)(N)
4. (Y)(N)
5. (Y)(N)

___ / 5
Total

NAME:_____ DATE:_____

WE ARE ALL CONNECTED

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

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

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

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

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

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NAME:_____ DATE:_____

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

1. Which happens first?

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

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

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

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

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

4. Which statement is true?

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

5. Which would a decomposer likely want to eat?

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

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

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

7. What happens without decomposers?

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

8. Which is true about producers?

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

SCORE

1. (Y)(N)
2. (Y)(N)
3. (Y)(N)
4. (Y)(N)
5. (Y)(N)
6. (Y)(N)
7. (Y)(N)
8. (Y)(N)

___ / 8
Total

NAME:_____ DATE:_____

DIRECTIONS Reread the text "We Are All Connected." Then, read the prompt and respond on the lines below.

SCORE
___ / 4

How are we all connected? Write about how producers, consumers, and decomposers are connected.

_____

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NAME:_____ DATE:_____

DIRECTIONS Read the text and then answer the questions.

SCORE

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

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

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

1. What is this text about?

(A) The text is about a girl who hates gym class.

(B) The text is about a girl who is trying to keep up in gym class.

(C) The text is about a girl who is trying to quit gym class.

(D) The text is about a girl who is trying to be a winner in gym class.

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

(A) run faster

(B) stop running

(C) get to gym class earlier

(D) build her endurance

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

(A) mangle

(B) management

(C) man

(D) age

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

(A) pace

(B) exercise

(C) endurance

(D) build

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

(A) keep up with

(B) run

(C) breathe

(D) exercise

1. (Y)(N)

2. (Y)(N)

3. (Y)(N)

4. (Y)(N)

5. (Y)(N)

___ / 5
Total

NAME:_____ DATE:_____

DIRECTIONS Read the text and then answer the questions.

SCORE

1. Ⓨ Ⓝ
2. Ⓨ Ⓝ
3. Ⓨ Ⓝ
4. Ⓨ Ⓝ
5. Ⓨ Ⓝ

___ / 5
Total

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

1. What is the text about?

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

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

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

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

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

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

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

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

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

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NAME:_____ DATE:_____

DIRECTIONS Read the text and then answer the questions.

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

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

1. What is this text mostly about?

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

2. How does Emma feel about using the equipment?

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

3. Who teaches people how to use gym equipment?

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

4. Which is a synonym for *exhausted*?

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

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

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

SCORE

1. (Y) (N)
2. (Y) (N)
3. (Y) (N)
4. (Y) (N)
5. (Y) (N)

___ / 5
Total

NAME:_____ DATE:_____

SHAPE UP!

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

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

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

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

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NAME:_____ DATE:_____

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

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

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

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

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

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

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

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

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

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

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

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

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

7. Which lesson does Emma learn in this text?

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

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

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

SCORE

1. (Y)(N)
2. (Y)(N)
3. (Y)(N)
4. (Y)(N)
5. (Y)(N)
6. (Y)(N)
7. (Y)(N)
8. (Y)(N)

___ / 8
Total

NAME:_____ DATE:_____

DIRECTIONS Reread the text "Shape Up!" Then, read the prompt and respond on the lines below.

SCORE
___ / 4

What kind of exercise do you do? What sports and games do you like? Write about what you do to get in shape.

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NAME:_____ DATE:_____

DIRECTIONS Read the text and then answer the questions.

SCORE

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

1. Why does Matt want karate lessons?

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

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

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

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

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

4. What is *karate*?

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

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

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

1. (Y)(N)
2. (Y)(N)
3. (Y)(N)
4. (Y)(N)
5. (Y)(N)

___ / 5
Total

NAME:_____ DATE:_____

DIRECTIONS Read the text and then answer the questions.

SCORE

1. Ⓨ Ⓝ
2. Ⓨ Ⓝ
3. Ⓨ Ⓝ
4. Ⓨ Ⓝ
5. Ⓨ Ⓝ

___ / 5
Total

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

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

1. What do people who practice karate wear?

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

2. What is the setting?

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

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

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

4. Which is a synonym for *dismay*?

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

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

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

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NAME:_____ DATE:_____

DIRECTIONS Read the text and then answer the questions.

SCORE

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

1. Who gave Matt his karate lessons?

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

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

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

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

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

4. Which is a synonym for *admired*?

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

5. Which word describes the tone of this text?

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

1. (Y)(N)
2. (Y)(N)
3. (Y)(N)
4. (Y)(N)
5. (Y)(N)

___ / 5
Total

NAME:_____ DATE:_____

MATT'S REAL LESSON

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

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

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

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

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NAME:_____ DATE:_____

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

1. What does Matt think about karate at first?

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

2. What do you predict Matt will do?

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

3. Which is a reason to read this text?

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

4. Which is likely the author's opinion?

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

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

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

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

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

7. Which real lesson does Matt learn?

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

8. Which text has a similar theme?

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

SCORE

1. (Y)(N)
2. (Y)(N)
3. (Y)(N)
4. (Y)(N)
5. (Y)(N)
6. (Y)(N)
7. (Y)(N)
8. (Y)(N)

___ / 8
Total

NAME:_____ DATE:_____

DIRECTIONS

Reread the text "Matt's Real Lesson." Then, read the prompt and respond on the lines below.

SCORE

___ / 4

Have you ever taken martial arts lessons? If you have, what was it like? If you have not, what do you think it would be like? Explain your answer.

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