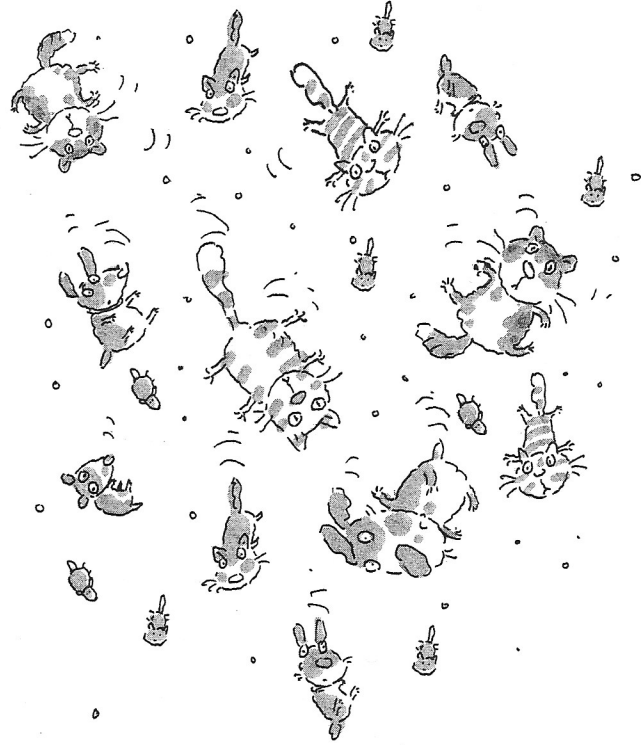


Name \_\_\_\_\_

Date \_\_\_\_\_

Read the paragraph. Then fill in the bubble that best completes each sentence.

**M**any popular sayings are about dogs. Have you ever been “in the doghouse”? That means you are in trouble. If you are “sick as a dog,” you don’t feel very well. If you are “dog-tired,” you are really weary. Someone who is the “top dog” is the one in charge. What do people say when it is raining very hard? They often claim that it is “raining cats and dogs.”



1. The main idea of the paragraph is

- A. common sayings with *dog* in them
- B. how people think about dogs and cats
- C. what it is like to be “sick as a dog”

2. A detail that tells more about the main idea is

- A. why people use *dog* in many sayings
- B. the meaning of “in the doghouse”
- C. how people feel about dogs as pets

3. The best title for this paragraph would be

- A. How to Be a Top Dog
- B. Colorful Sayings Using *Dog*
- C. The Story Behind “Dog-Tired”

# Stamp Albums

Draw a picture. Then write a division sentence.

**Visual Thinking**

Jay, Mia, and Ed each have 12 stamps. They put the same number of stamps on each page in their albums.

1. Jay uses 6 pages of his album. How many stamps does he put on each page?

$$\underline{\quad} \div \underline{\quad} = \underline{\quad} \quad \underline{\quad} \text{ stamps}$$


---

2. Mia uses 4 pages of her album. How many stamps does she put on each page?

$$\underline{\quad} \div \underline{\quad} = \underline{\quad} \quad \underline{\quad} \text{ stamps}$$


---

3. Ed uses 3 pages of his album. How many stamps does he put on each page?

$$\underline{\quad} \div \underline{\quad} = \underline{\quad} \quad \underline{\quad} \text{ stamps}$$

Name:

#:

Date:

### Subject and Verb

Task: Read each sentence. Underline the subject and circle the verb.

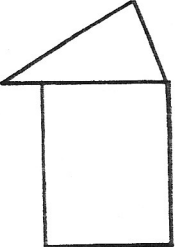
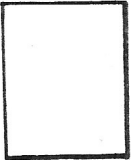
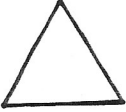

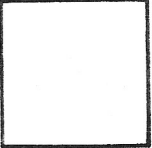

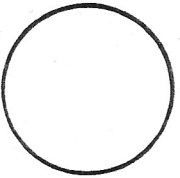


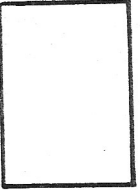
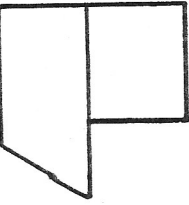

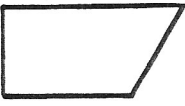


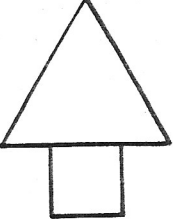
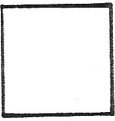
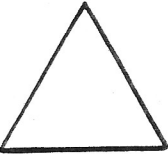


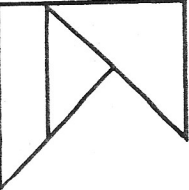

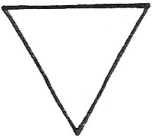

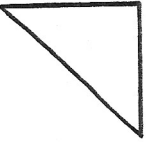
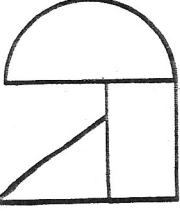




Remember: Subject = who does the action?

Verb = what's the action?

1. Mrs. Kennedy's students were very talkative.
2. The students worked on their writing at their desks.
3. The sweater belonging to Amarion fell on the ground.
4. Ayana picked the sweater up off the floor.
5. Pride walked to the front of the class.
6. Mrs. Kennedy's students read Cows That Type in their anthology.
7. Dinosaur fossils tells a story.
8. A bone becomes a fossil clue.
9. Mrs. Kennedy told them all about fossils.
10. The students wrote amazing stories about fossils.

Name \_\_\_\_\_

Circle the shapes used to make the one in the first box.

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

Read each paragraph. Then fill in the bubble that best completes each sentence.

## London Bobbies

**T**o the people of London, England, a bobby is a **familiar** sight. A bobby is a police officer. Why are these workers called bobbies? They are named for Sir Robert (Bobby) Peel. He formed the police force in London in 1829. At that time a lot of people in the city were breaking the law. Today bobbies still make sure the laws are followed in London.



1. In this paragraph, the word **familiar** must mean

- A. well-known
- B. in a family
- C. strange

## Where's Owen?

**E**mma looked up and down the street. There was no sign of Owen. He was so **seldom** late. Where could he be? Emma looked at her watch. For Owen to be 15 minutes late was really unusual. Then, suddenly, Owen appeared around the corner. His leg was in a cast. No wonder it took him so long to get to their meeting place!

2. In this paragraph, the word **seldom** must mean

- A. rarely
- B. often
- C. misplaced

# Fact Family Riddles

**Mental Math**

1. Sally is thinking of two numbers.

When you multiply the numbers, you get 60.

When you divide 60 by one of the numbers, you get the other number. If one of Sally's numbers is 10, what is the other number? \_\_\_\_\_

---

2. Alex is thinking of two numbers. When you multiply the numbers, you get 30. When you divide 30 by one of the numbers, you get the other number. If one of Alex's numbers is 3, what is the other number? \_\_\_\_\_
- 

3. Hakeem is thinking of two numbers. When you multiply the numbers, you get 90. When you divide 90 by one of the numbers, you get the other number. If one of Hakeem's numbers is 10, what is the other number? \_\_\_\_\_
- 

4. Write your own fact family riddle.  
Make sure one of the numbers is 10.

---

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---

---

---

---

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Name:

#:

Date:

### Synonyms

Task: Read each sentence. Choose a word that means the same or about the same as the word that is underlined. Underneath the sentence, circle the word that you have chosen.

1. The boys stooped to pick up his shoe.

ran

bend forward

jumped

2. The ants made a burrow underground and made a den .

sing

tunnel

swoop

3. The boy grips the rope and pulls hard.

throws

hold tight

cuts

4. The leopard waited for its prey to move.

surroundings

food

friend

5. My sister only drinks skim milk.

low fat

warm

chocolate

6. There is a chair on the front stoop.

porch

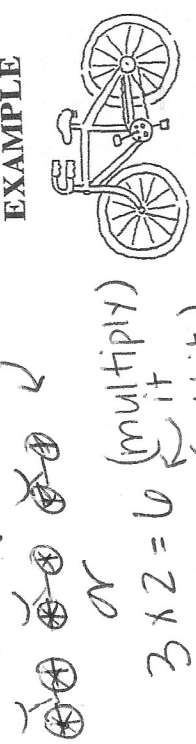
yard

tunnel

# Show your thinking. B.I.U

Circle the numbers that go together.

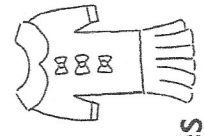
## EXAMPLE



3 bicycles have 6 wheels



boats sails  
2 5  
3 6



dresses bows  
2 6  
3 12



cones scoops  
1 4  
2 3



bowls fish  
2 12  
3 6



hats feathers  
4 1  
1 5



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

Read each paragraph. Then fill in the bubble that best answers each question.

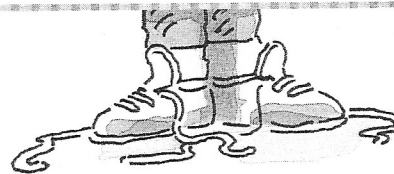
## Looking at Laws

Governments make laws when a community needs them. Sometimes laws made in the past seem silly today. For example, it is not lawful to tickle a girl in Norton, Virginia. If you go to Maine, be sure to tie your shoelaces. It is against the law to have them undone. And don't sneeze on trains in West Virginia. You will be breaking the law.



### 1. Which sentence is most likely true?

- A. All communities have the same laws.
- B. Silly laws help people behave well.
- C. The reasons for laws change over time.



## A Question for José

José gazed out the window. He could hear the second graders on the playground. It sounded like they were having fun. José wished he could be with them. But someone was saying his name. Quickly, José looked at the front of the room. His face got red, and he shook his head. No, he hadn't heard the question.

### 2. Which sentence is most likely true?

- A. José is on the playground.
- B. José is studying at home.
- C. José is in a classroom.

# Making Fruit Pies

Draw groups to solve. Circle Yes or No.

**Reasoning**

1. Anna has 9 apples. She puts 4 apples into each pie.  
Can she make 3 apple pies?

2. Jared has 13 bananas.  
He puts 3 bananas into each pie. Can he make 4 banana pies?

Yes

No

Yes

No

3. Mark has 12 peaches.  
He puts 5 peaches into each pie. Can he make 2 peach pies?

4. Jill has 18 plums. She puts 4 plums into each pie.  
Can she make 5 plum pies?

Yes

No

Yes

No

Name:

#:

Date:

Antonym

Task: Read each sentence. Using the context, choose the word that means the opposite of the underlined word. Underneath the sentence, circle the word that you have chosen.

1. The prey hides because it doesn't want to be caught.

animal

predator

food

deer

2. Diamonds are shiny rocks.

natural

dull

glossy

pretty

3. The dwarf had stubby legs.

short

long

scary

tangled

4. Green hair is peculiar.

strange

normal

beautiful

natural

5. Electrical light is artificial.

bright

natural

beautiful

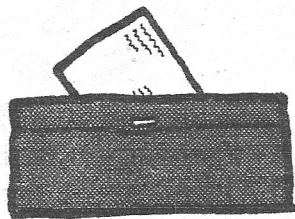
desert

### May Baskets

Connie, Kyle, Melissa, and Karen have decided to secretly hang May baskets on neighbors' doors to celebrate May Day. Each is contributing something special for the project. They are bringing lilacs, roses, irises, and baskets. Pick your way through these clues to find out who contributed what.

#### Clues

1. Connie, the boy who will gather roses from the bushes behind his house, the girl cutting irises from her mother's garden, and the girl weaving baskets from construction paper all have permission from their parents.
2. Melissa will not make the baskets.



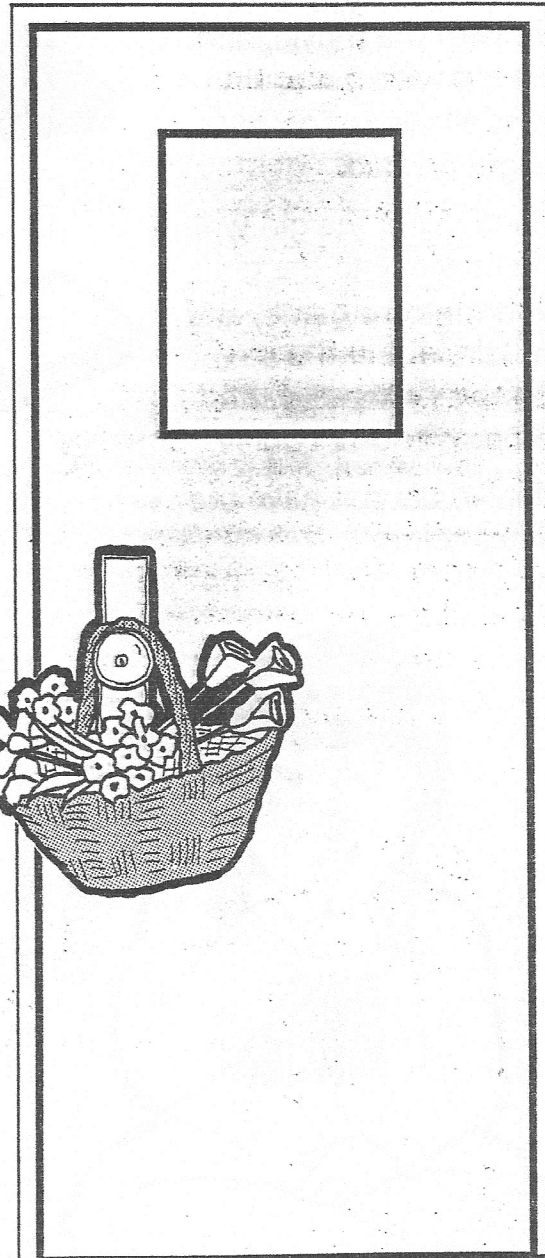
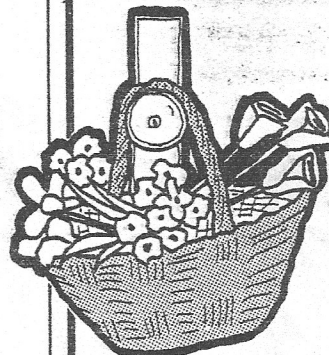
lilacs

roses

irises

baskets

Connie				
Kyle				
Melissa				
Karen				



\_\_\_\_\_ (title)

Butter is made from milk. Milk has cream in it. The cream has tiny balls of yellow fat in it. When milk sits in a container, the cream rises to the top of the milk.

The cream is put into a butter churn. This machine shakes the cream. Churning makes the tiny balls of fat stick together. The balls of fat stick together and become chunks of yellow butter.

Not all the cream turns into butter. The liquid left over after churning is called buttermilk. It is poured out of the churn. The chunks of butter are then made into cubes that are wrapped and sold to stores.

---

*Main Idea*

1. What is this story mostly about? \_\_\_\_\_
  - a. the cream in milk
  - b. the butter churn
  - c. how butter is made from milk

*Details*

2. According to the story, what does milk have in it? \_\_\_\_\_

*Vocabulary*

3. Another word for *churning* is \_\_\_\_\_.

*Locating the Answer*

4. Write the sentence that tells what the liquid left after churning is called.

\_\_\_\_\_

\_\_\_\_\_

*Cause and Effect*

5. What makes the tiny balls of fat stick together? \_\_\_\_\_
  - a. the milk sitting in the container
  - b. churning the cream
  - c. pouring the buttermilk out of the churn

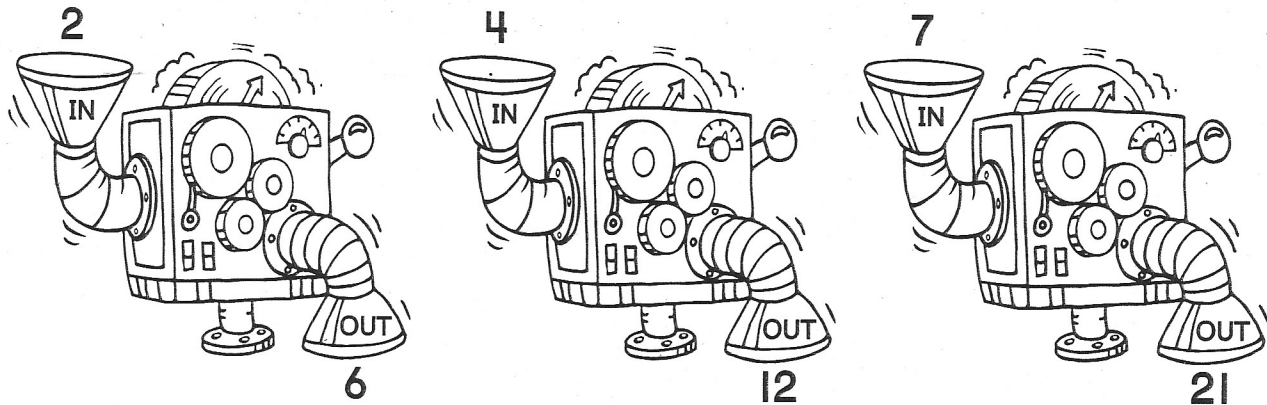
*Title*

6. Give the story a title. Write the title on the line above the story.

# Mike's Marvelous Machine

Mike has a number machine. When he put 2 into his machine, 6 came out. When he put 4 in, 12 came out. When he put 7 in, 21 came out.

**Patterns**



1. Complete the table for Mike's machine.

Input		2		4			7			
Output		6		12			21			

2. What is the rule for Mike's machine? \_\_\_\_\_

3. Make up your own rule. Use your rule to complete the columns for 1, 4, and 8. Then have a friend complete the rest of the table and write the rule for your table.

Input	1	2	3	4	5	6	7	8	9	10
Output										

The rule for my table is \_\_\_\_\_.

Name:

#:

Date:

### Context Meaning

Task: Read each sentence. Using the context, choose the word that means the same or about the same as the underlined word. Underneath the sentence, circle the word that you have chosen.

1. The lion silently stalked the fawn.

Peered      Tangled      Gripped      Followed

2. A chameleon can camouflage itself by changing colors.

Wake      Confuse      View      Disguise

3. During the night, the owl hunted for its prey.

Predator      Surroundings      Food      Costume

4. The tiny horse has stubby legs.

Short      Scrambled      Tall      Tangled

5. Ants burrow underground when making their homes.

Mimic      Eat      Tunnel      Disguise

6. The owl swoops down to catch its prey.

Prowls      Slinks      Hides      Dives

7. The students inquired if they could have a party.

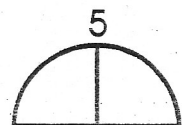
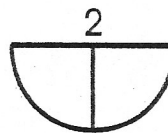
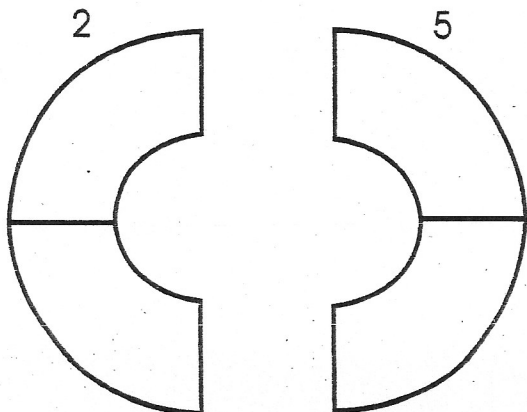
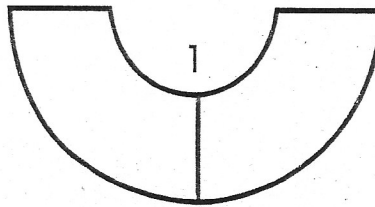
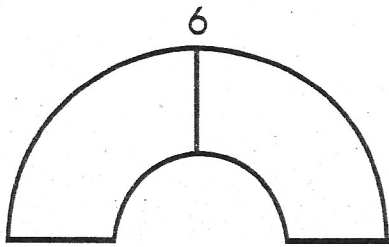
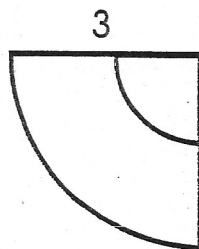
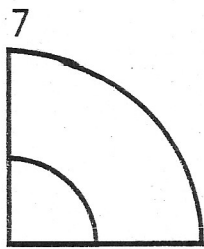
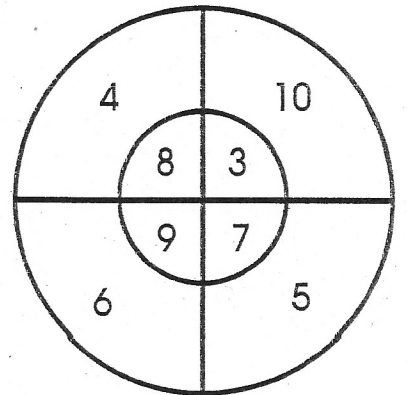
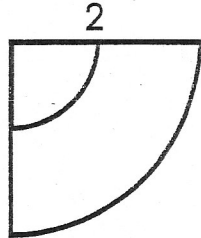
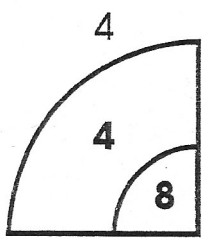
Demanded      Told      Asked      Cried



# More Hidden Differences

Name \_\_\_\_\_

- ◆ Find the shape with the correct difference.
- ◆ Copy the numbers that make that difference. The first one is done for you.





Name:

#:

Date:

## Syllabication Practice 15

Task: Divide each word by putting a slash (/) symbol between each syllable. Then write how many syllables each word has. Use a dictionary if you're not sure where to divide the syllables.

Example: c o f / f e e      2 syllables

1. b e l i e v e

2. w a t e r

3. l i t t e r

4. p r o n o u n

5. e l e p h a n t

Standards Addressed:

***Decoding and Word Recognition***

- 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings)
- 1.2 Apply knowledge of basic syllabication rules (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/per).
- 1.3 Decode two-syllable nonsense words and regular multisyllable words.

Mrs. Kennedy

2012-2013



# Practice Test #6: Numbers and Operations – Multiplication and Division

Read each question. Fill in the circle next to the best answer.

Example:

Multiply.

$$8 \times 6 = \underline{\quad}$$

(A) 42

(B) 36

(C) 48

(D) 54

The answer is C. 8 groups of 6 gives you 48.



**REMEMBER:** Draw a picture or diagram to help solve the problem.

1. Divide.

$$72 \div 9 =$$

(A) 12

(B) 8

(C) 9

(D) 4

2. Multiply.

$$4 \times 7 =$$

(A) 28

(B) 24

(C) 14

(D) 32

3. Divide.

$$54 \div 6 =$$

(A) 12

(B) 7

(C) 8

(D) 9

4. Multiply.

$$\begin{array}{r} 241 \\ \times \quad 2 \\ \hline \end{array}$$

(A) 482

(B) 243

(C) 481

(D) 242

5. Which number sentence could you use to check the following multiplication problem?

$$5 \times 25 = 125$$

(A)  $125 \times 5 = 625$

(C)  $25 \div 5 = 5$

(B)  $25 + 5 = 30$

(D)  $125 \div 25 = 5$



6. Multiply.

$$\begin{array}{r} 107 \\ \times \quad 3 \\ \hline \end{array}$$

(A) 231

(B) 321

(C) 521

(D) 351

7. There were 12 monkeys sitting in trees. Each monkey had 4 bananas. How many bananas were there?

(A) 16

(C) 3

(B) 42

(D) 48

8. What is seven times three hundred twenty-six?

(A) 2,282

(B) 2,182

(C) 2,142

(D) 2,243

9. The Pastry Shop baked 248 cupcakes. 8 people each ordered the same number of cupcakes. How many cupcakes did each person order?

(A) 36

(C) 31

(B) 30

(D) 26

10. Multiply.

$$10,000 \times 8 =$$

(A) 8,000

(B) 80,000

(C) 800

(D) 80

11. Tamara decorates T-shirts with glitter paint and sells them to stores. Last year, she made 1,220 T-shirts that she sold to 4 different stores. Each store got the same number of T-shirts. How many T-shirts did each store get?

(A) 305

(C) 250

(B) 350

(D) 4,880

12. The video game store sold 254 car racing games in May. It sold 2 times that number of car racing games in June. How many car racing games did it sell in June?

(A) 127

(C) 580

(B) 508

(D) 202

Answers

1. (A) (B) (C) (D)
2. (A) (B) (C) (D)
3. (A) (B) (C) (D)
4. (A) (B) (C) (D)
5. (A) (B) (C) (D)
6. (A) (B) (C) (D)
7. (A) (B) (C) (D)
8. (A) (B) (C) (D)
9. (A) (B) (C) (D)
10. (A) (B) (C) (D)
11. (A) (B) (C) (D)
12. (A) (B) (C) (D)

