


COLBERT COUNTY SCHOOLS EMERGENCY REMOTE ASSIGNMENTS

3Cs

CURRICULUM, CHARACTER, COMMUNITY





**In any moment of decision
the best thing you can do
is the right thing, the next
best thing is the wrong
thing, and the worst thing
you can do is nothing.**

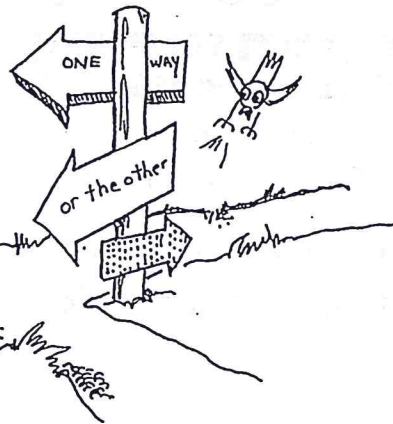
— Theodore Roosevelt



DECISIONS, DECISIONS!

In Column 1, list three situations in which you had to make a choice today.

In Column 2, describe what choice you made.



In Column 3, give the reason for your choice.

In Column 4, tell whether you think you made the right choice or not. Explain why.

situation 1	choice made 2	reason 3	evaluation 4



Think ahead to a decision you may need to make tomorrow. Write a paragraph about how you think you can best handle the decision.



Write your response to the question below.
Be ready to share your response.

Higher-Level Thinking Questions for Personal and Social Skills
Kagan Publishing • 1 (800) 933-2667 • www.KaganOnline.com



Write your response to the question below.
Be ready to share your response.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. In the top left corner, there is a small, dark, irregular mark that appears to be a staple or a piece of tape. The rest of the page is completely blank, with no handwriting or printed text.

Color the state of Alabama Seal and
Circle where you think you live in Colbert County.



ALABAMA STATE SEAL



Helen Keller Coloring Page

Helen
Keller



Find more games and activities at pbskids.org/xavier

Produced by:



Sponsored by:



Based on Brad Meltzer and
Christopher Eliopoulos'
best-selling kids book series



Name _____

INSTRUCTIONS: In the first column, write what you already know about Helen Keller. In the second column, write what you would like to learn about her. After you finish reading, fill in the third column with information you learned from reading the book.

What I Know	What I Want to Know	What I Learned

Name _____

INSTRUCTIONS: Read the sentences below and add commas to separate the words or phrases in a list.



HELEN KELLER • LEVEL P • 2

1. First Helen learned to eat dress and pick up after herself.
2. Anne was amazed that Helen kicked screamed and cried to get her way.
3. Helen learned to read Braille talk with her hands and feel a speaker's lips.
4. Soon she was able to communicate with men women and children.
5. She could still use her other senses to smell touch and taste.
6. Anne Helen and Helen's parents were all very proud.
7. Anne went to class with Helen signed in her hands and made Braille notes.

SKILL: COMMAS IN LISTS

Name _____

INSTRUCTIONS: Draw a line to match the vocabulary word to its definition.

- | | |
|------------------|--|
| 1. Braille | a. to make thoughts or ideas known |
| 2. communicate | b. to win a victory over some challenge or obstacle |
| 3. disabilities | c. a system of hand, face, and body movements used to communicate |
| 4. frustrated | d. conditions that create a lack of ability to do something |
| 5. inspiration | e. to have remained alive |
| 6. overcome | f. understanding the world through sight, touch, taste, smell, and hearing |
| 7. senses | g. a good influence |
| 8. sign language | h. a system of printing using raised dots to represent letters |
| 9. survived | i. being unable to complete a task |

INSTRUCTIONS: Choose three vocabulary words above to use in sentences of your own. Write your sentences on the lines provided. Underline the vocabulary word in each sentence.

1. _____

2. _____

3. _____

Name _____ Date _____

Instructions: Read each question carefully and choose the best answer.

1. If it weren't for _____, Helen probably wouldn't have met Anne Sullivan.
 - (A) Grandfather
 - (B) Thomas Edison
 - (C) Anne Sullivan's mother
 - (D) Alexander Graham Bell
2. What was the first word Helen understood using sign language?
 - (A) mother
 - (B) dinner
 - (C) water
 - (D) pencil
3. Which statement is true?
 - (A) Helen was born blind and deaf.
 - (B) Helen hit her head and became blind and deaf.
 - (C) Helen could see and hear when she was a baby.
 - (D) All of the above
4. How did Helen use sign language differently from most people who sign?
 - (A) She looked at the signs.
 - (B) She listened to the signs.
 - (C) She felt the signs with her hands.
 - (D) She spoke the words after she saw the signs.
5. Read this sentence: *Helen learned to **communicate**.* What does the word **communicate** mean?
 - (A) to teach others
 - (B) to win a long race
 - (C) to overcome an illness
 - (D) to make thoughts known
6. From the information in this book, you can tell that Anne Sullivan _____.
 - (A) didn't give up easily
 - (B) wanted to move away
 - (C) didn't think Helen could learn
 - (D) felt she was wasting her time

Name _____ Date _____

7. Helen was able to _____ with Anne Sullivan's help.

- Ⓐ go to college
- Ⓑ give many speeches
- Ⓒ travel to many places
- Ⓓ all of the above

8. What does **survive** mean?

- Ⓐ to learn easily
- Ⓑ to meet new people
- Ⓒ to continue to stay alive
- Ⓓ to become famous for something

9. Helen's sense of _____ was most important to her for understanding others.

- Ⓐ touch
- Ⓑ sight
- Ⓒ smell
- Ⓓ taste

10. The Braille system helps people to _____.

- Ⓐ read
- Ⓑ find teachers
- Ⓒ dress
- Ⓓ cook

11. **Extended Response:** explain how Helen Keller is an inspiration to others.

Sunflowers

by Mimi Jorling



A sunflower is a big, circular, yellow flower. Sunflowers need a lot of sun to grow. Sunflowers are actually made up of lots and lots of tiny flowers. The center part is made of one kind of flower, and the petals around it are another kind of flower.

We use sunflowers in different ways. One thing we do with them is look at them! Many people add them to gardens because they are so big, bright, and colorful. They can also be cut and brought inside. They will last a long time in a vase. A vase is a jar, bottle, or other container that is used to hold flowers.

Sunflower seeds are good to eat. People, birds, and other animals, including squirrels and chipmunks, love to eat sunflower seeds. They can be difficult to eat if they are still in their shells, but they are filled with protein and are good for you! Sunflower seeds also have a lot of oil in them. It can be squeezed out and collected. Many people use sunflower oil for cooking.

Sunflowers are pretty flowers, and they give us and other animals food. Be careful of the stems, though—they are rough and very scratchy!

Name: _____ Date: _____

1. What is a sunflower?

- A. a big, circular, yellow flower
- B. a big, triangular, red flower
- C. a small, circular, blue flower
- D. a small, triangular, purple flower

2. What does the author describe in the second paragraph?

- A. the center of a sunflower
- B. different ways people use sunflowers
- C. animals that love to eat sunflower seeds
- D. food that is made with sunflower oil

3. Sunflowers provide food to people and animals.

What evidence in the text supports this statement?

- A. "Sunflowers are actually made up of lots and lots of tiny flowers."
- B. "We use sunflowers in different ways. One thing we do with them is look at them!"
- C. "They [sunflowers] will last a long time in a vase. A vase is a jar, bottle, or other container that is used to hold flowers."
- D. "People, birds, and other animals, including squirrels and chipmunks, love to eat sunflower seeds."

4. Read these sentences from the text.

"We use sunflowers in different ways. One thing we do with them is look at them!"

Based on the information in this text, why might people look at sunflowers?

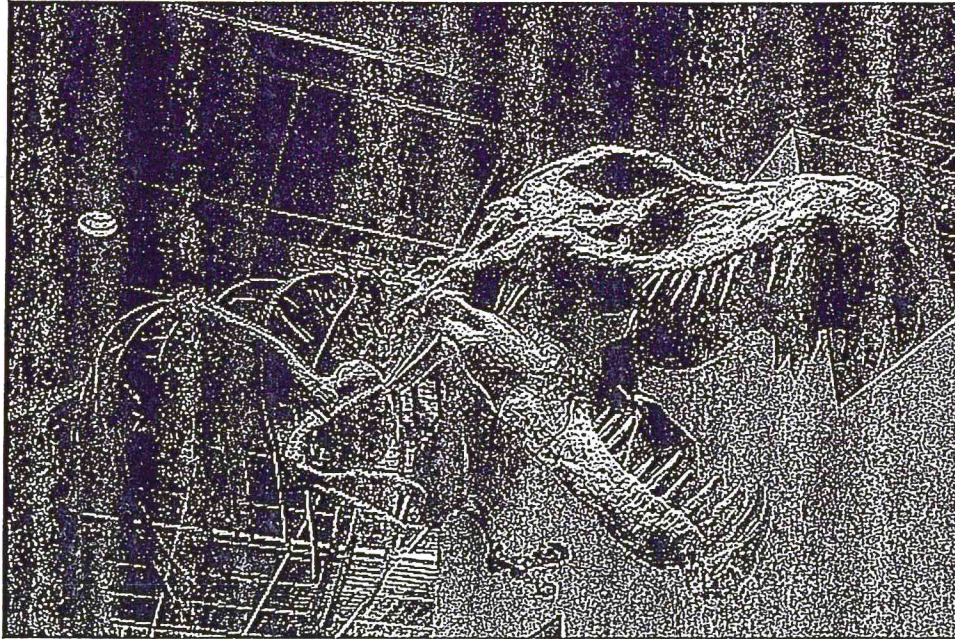
- A. because sunflower seeds are filled with protein
- B. because sunflower seeds have a lot of oil in them
- C. because sunflowers need a lot of sun to grow
- D. because sunflowers are bright and pretty

5. What is the main idea of this text?

- A. Sunflowers are actually made up of lots and lots of tiny flowers.
- B. The stems of sunflowers are rough and scratchy.
- C. Sunflowers are pretty flowers that give people and animals food.
- D. Sunflower seeds can be difficult to eat if they are still in their shells.

Fossils and Dinosaurs - Meat-Eaters

by ReadWorks



Theropods were the fierce meat eaters of the dinosaur world. Unlike most plant eaters, theropods walked on their back legs. They had long powerful tails. These tails helped theropods hunt, and kept them balanced.

The most famous of the theropods is the Tyrannosaurus rex. When most people think of dinosaurs, they think of the T. rex. Tyrannosaurus rex means "king of the tyrant lizards." These dinosaurs were mean. At 12 feet tall and 40 feet long with 6-inch razor-sharp teeth, the T. rex was the most frightening of all meat eaters. They had small forearms with two "fingers" on each. These fingers were very powerful. The T. rex had powerful legs that helped the dinosaur run.

This dinosaur was fierce and strong for a reason. It was a meat eater. It needed to be fierce and strong in order to kill and eat other dinosaurs. Watch out!

Name: _____ Date: _____

1. According to the text, what body part helped keep theropods balanced?

- A. small legs
- B. two short fingers
- C. long, powerful tails
- D. razor-sharp teeth

2. Why does the author describe the fact that theropods walked on their two back legs?

- A. to contrast theropods with plant eater dinosaurs
- B. to compare theropods with human beings
- C. to explain why theropods went extinct
- D. to illustrate how theropods were able to jump high

3. The Tyrannosaurus rex was a very large dinosaur.

What evidence from the text supports this conclusion?

- A. "Theropods were the fierce meat eaters of the dinosaur world. Unlike most plant eaters, theropods walked on their back legs."
- B. "At 12 feet tall and 40 feet long with 6-inch razor-sharp teeth, the T. rex was the most frightening of all meat eaters."
- C. "They had small forearms with two 'fingers' on each. These fingers were very powerful."
- D. "This dinosaur was fierce and strong for a reason. It was a meat eater."

4. Based on the text, which of the following is most likely?

- A. Theropods did not eat meat.
- B. The Tyrannosaurus rex did not run very fast.
- C. Other dinosaurs were afraid of the T. rex.
- D. Theropods had very flat teeth.

5. What is this text mainly about?

- A. why meat eaters had short forearms with two fingers.
- B. how the Tyrannosaurus rex has been shown in movies.
- C. how plant eaters were different from meat eaters.
- D. theropods and the Tyrannosaurus rex.

Monkey Business

Going Bananas

A group of monkeys runs wild in India's capital.

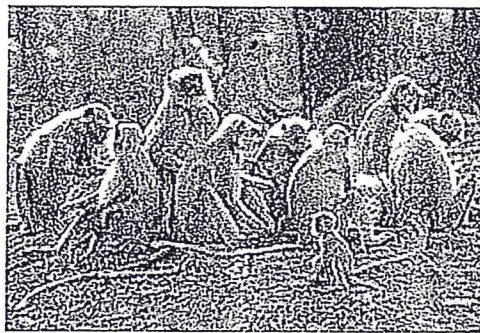
Monkeys are making mischief in New Delhi. That is the capital of India, a country in Asia.

Monkeys have always lived freely in India. The number of rhesus monkeys in New Delhi is growing. Thousands of rhesus monkeys live there.

The monkeys are causing many problems. They take baths in public fountains. They bite people who will not give them food. The animals also steal food from people.

Why are so many monkeys running wild in the city? The animals have lost much of their forest habitat. A habitat is a place in nature where a plant or an animal lives. People have cut down trees to make room for homes and shopping centers.

Monkey Fun Facts



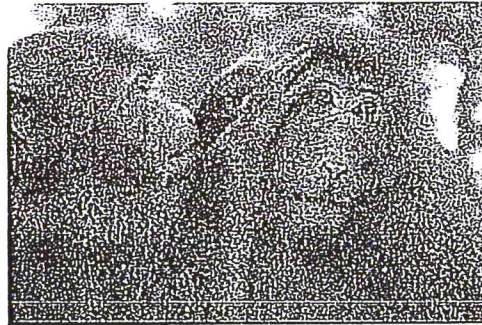
Patricio Robles Gil/Sierra Madre/Getty Images

Monkeys travel together to find food. A group of monkeys is called a troop.



David A. Northcott/Corbis

Don't be fooled by a smiling monkey. When monkeys show their teeth, it is a sign of anger.



Cyrill Ruso/JH Editorial/Getty Images

Monkeys can make friends with other troop members by grooming them. They use their fingers to comb and clean each other's fur.

Name: _____ Date: _____

1. According to the text, why do monkeys travel in groups?

- A. Monkeys travel in groups to groom each other.
- B. Monkeys travel in groups to take baths together.
- C. Monkeys travel in groups to find new homes.
- D. Monkeys travel in groups to look for food.

2. What problem and solution are described in this text?

- A. The problem is monkeys are everywhere in India and the solution is to send them all to New Delhi.
- B. The problem is monkeys biting people and the solution is to give medicine to the people with monkey bites.
- C. The problem is monkeys who are very dirty and the solution is the monkeys combing and cleaning each other's fur.
- D. The problem is monkeys running wild in New Delhi and the solution is to stop destroying their habitat.

3. Read these sentences from the text.

[Monkeys] take baths in public fountains. They bite people who will not give them food. The animals also steal food from people.

Based on this evidence, what conclusion can you draw about the monkeys?

- A. The monkeys are actually very friendly.
- B. The monkeys cause many problems for people.
- C. The monkeys only bite people who are mean to them.
- D. It's unhealthy for monkeys to eat human food.

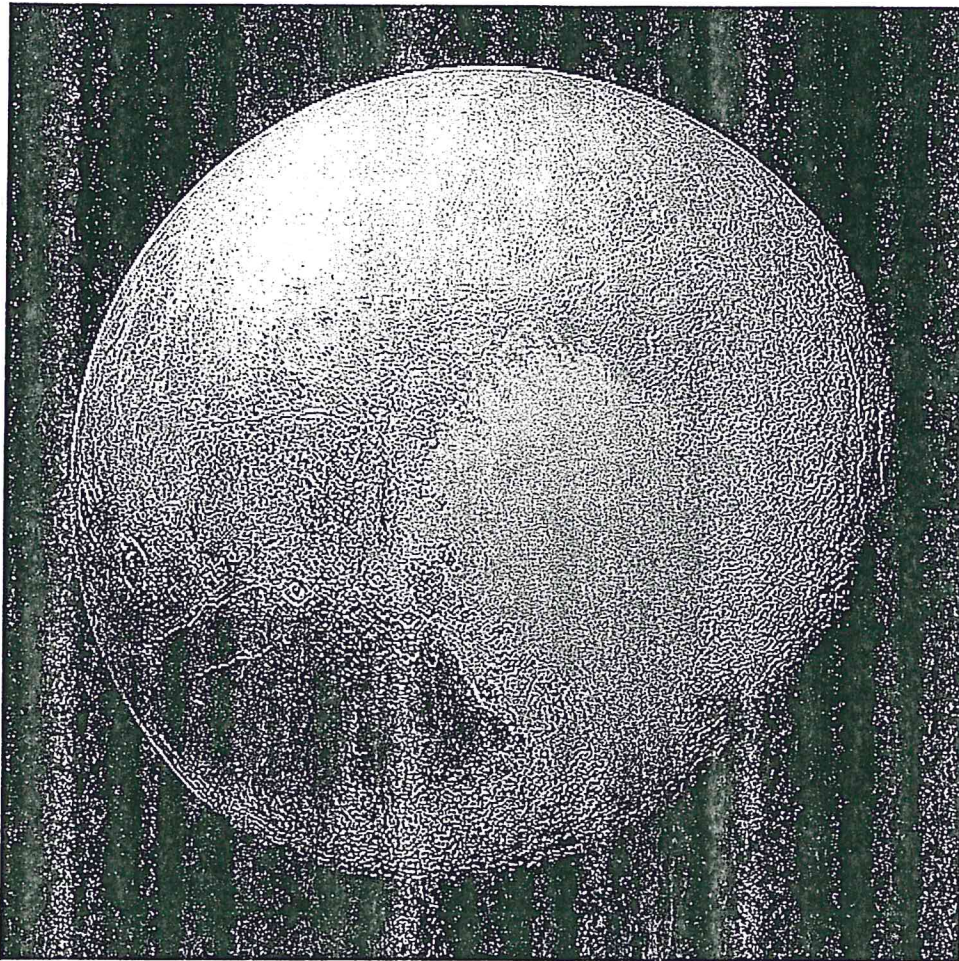
4. What does the text imply?

- A. The plan that the mayor of New Delhi has to control the monkeys will definitely work.
- B. The monkeys in New Delhi will soon go live somewhere else where they can be wild and free.
- C. The monkey problem in New Delhi may get worse if more trees are cut down.
- D. The monkeys in New Delhi should be allowed to do whatever they like.

5. What would be another good title for this text?

- A. Monkeys in India
- B. Monkeys Taking Baths
- C. Monkeys Gone Wild
- D. Monkeys Lose Their Homes

Pluto: The Planet That Wasn't



NASA

Pluto

Poor Pluto!

It's bad enough to be the runt of the group, but to be told after 75 years that you're not even a member of the club - what an insult!

Pluto was first discovered in 1930. Until 2006, students were taught that it was the ninth and smallest planet in the solar system. Smaller than Earth's moon, it is not even as wide as the United States.

Pluto is made up almost entirely of rock and ice. It is so far away from Earth that the NASA New Horizons spacecraft took almost 10 years to get very close to it. Pluto's full orbit around the sun lasts almost 250 Earth years!

But as small as it is, as cold as it is, as far from the sun as it is, for all those years it was considered the ninth planet of the solar system... until Eris came around.

Eris was discovered in 2005. It is about the same size as Pluto. And like Pluto, it is part of the Kuiper Belt, a ring of objects that circle the outer edge of the solar system.

After Eris was discovered, scientists had to make a decision. Either Eris was the 10th planet in the solar system or it was not a planet at all! And if Eris weren't a planet, could Pluto be considered one?

Scientists made new rules for what is counted as a planet, and decided that neither Pluto nor Eris qualified.

A new category was created: dwarf planet. The official list of planets in the solar system went from nine to eight, and Pluto and Eris became members of the dwarf planet club. So long for Planet Pluto-but at least it no longer has to be the littlest guy in the club. In fact, Pluto is one of the bigger dwarf planets! Maybe Pluto doesn't have it so bad after all.

Name: _____ Date: _____

1. Pluto used to be considered a planet. Today, what is it considered to be?

- A. It is considered to be a dwarf planet.
- B. It is considered to be a star.
- C. It is considered to be a comet.
- D. It is considered to be an asteroid.

2. How does the text describe Pluto?

- A. Pluto is made up entirely of ice, and it is bigger than Venus.
- B. Pluto is made up entirely of rock and ice, and it is bigger than Earth's moon.
- C. Pluto is made up entirely of gas, and it is bigger than Earth's moon.
- D. Pluto is made up entirely of rock and ice, and it is smaller than Earth's moon.

3. Read these sentences from the text.

After Eris was discovered, scientists had to make a decision.

Either Eris was the 10th planet in the solar system or it was not a planet at all! And if Eris weren't a planet, could Pluto be considered one?

Scientists made new rules for what is counted as a planet, and decided that neither Pluto nor Eris qualified.

Based on this information, what did the discovery of Eris make scientists do?

- A. The discovery of Eris made scientists rethink the rules for what is counted as a star.
 - B. The discovery of Eris made scientists rethink the rules for what is counted as a dwarf planet.
 - C. The discovery of Eris made scientists rethink the rules for what is counted as a planet.
 - D. The discovery of Eris made scientists add more planets to the group of planets.
-

4. After Eris was discovered, scientists had to decide whether to count it as a planet.

Why did this make them question whether Pluto should still be counted as a planet?

- A. because Pluto and Eris are both space objects
- B. because Pluto and Eris were discovered at the same time
- C. because Pluto and Eris are very different
- D. because Pluto and Eris are very similar

5. What is the main idea of this text?

- A. Pluto was no longer considered a planet after the discovery of Eris made scientists come up with new rules for what is counted as a planet.
- B. Pluto is so far away from Earth that the NASA New Horizons spacecraft took almost 10 years to get very close to it.
- C. Eris is about the same size as Pluto, and like Pluto, it is part of a ring of objects that circle the outer edge of the solar system.
- D. Scientists come up with rules for what is counted as a planet and what is not.

Name _____

139

one hundred thirty-nine

Write how many hundreds, tens, and ones are in the number 139.

_____ hundreds _____ tens _____ ones

Write 139 in expanded form.

_____ + _____ + _____ = 139

Fill in the equations below.

$139 + 1 = \underline{\hspace{2cm}}$
 $139 - 1 = \underline{\hspace{2cm}}$
 $139 + 10 = \underline{\hspace{2cm}}$
 $139 - 10 = \underline{\hspace{2cm}}$

Write 139 as hundreds, tens, & ones.

hundreds	tens	ones

Fill in the symbol to make each equation true.

140 ○ 139

110 ○ 111

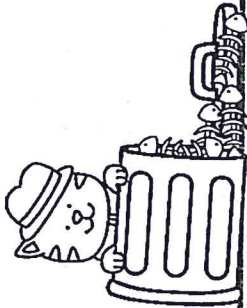
172 ○ 127

199 ○ 189

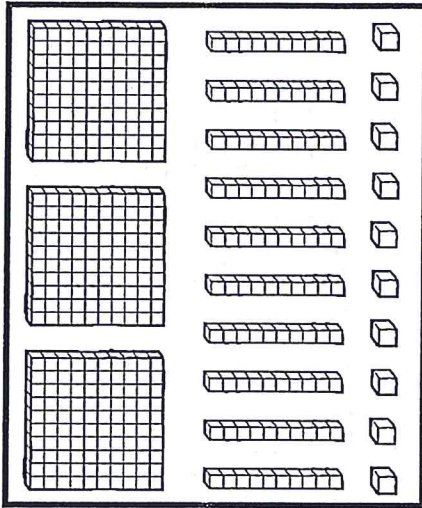
139 ○ 159

Write each number in its expanded form.

194	
128	
160	
135	
171	
144	



Color the base ten blocks to show 139.



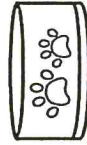
Circle the value of the underlined number.

1 <u>6</u> 6	600	60	6
1 <u>5</u> 2	100	10	1
18 <u>4</u>	400	40	4
18 <u>9</u>	800	80	8
14 <u>5</u>	400	40	4

Name _____

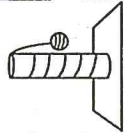


349 three hundred forty-nine



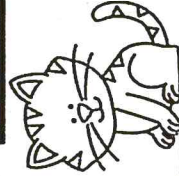
Write 349 in expanded form.

_____ + _____ + _____ = 349



Write the numbers below in order from least to greatest.

688	513	436	727	349
-----	-----	-----	-----	-----



Use the number lines below to skip count by tens to find the sums.

$$312 + 60 = \underline{\hspace{2cm}}$$



$$348 + 50 = \underline{\hspace{2cm}}$$



Fill in the equations below.

$$349 + 1 = \underline{\hspace{2cm}}$$

$$349 - 1 = \underline{\hspace{2cm}}$$

$$349 + 10 = \underline{\hspace{2cm}}$$

$$349 - 10 = \underline{\hspace{2cm}}$$

Fill in the numbers to make each equation true.

$$508 > \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} = 680$$

$$349 < \underline{\hspace{2cm}}$$

Circle the value of the underlined number.

3 <u>4</u> 9	400	40	4
5 <u>1</u> 6	500	50	5
7 <u>2</u> 4	700	70	7
6 <u>8</u> 8	800	80	8
4 <u>9</u> 7	700	70	7

Write 349 as hundreds, tens & ones.

hundreds	tens	ones



Name _____

523

five hundred twenty-three



Write the numbers below in order from least to greatest.

958	914	982	921	966
_____	_____	_____	_____	_____
815	215	515	615	315
_____	_____	_____	_____	_____

Use the strategy of adding partial sums to find the sums.

43 + 28	29 + 33	34 + 49
add tens + _____ = _____ add ones + _____ = _____ add the partial sums + _____ = _____	add tens + _____ = _____ add ones + _____ = _____ add the partial sums + _____ = _____	add tens + _____ = _____ add ones + _____ = _____ add the partial sums + _____ = _____

Write 523 as hundreds, tens & ones.

hundreds	tens	ones
_____	_____	_____

Use the 3 numbers below to create a number with the largest possible value.

③ ⑨ ⑦

Write the number to match the number written in word form.

four hundred twenty-nine

one hundred sixty-four

eight hundred thirty-one

six hundred fifty-three

three hundred seventy-two

Fill in the symbol to make each equation true.

523 ○ 532

714 ○ 698

322 ○ 312

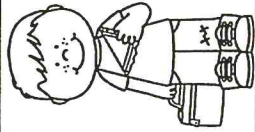
956 ○ 961

478 ○ 286

819 ○ 903

Name _____

406 four hundred six



Write 406 in expanded form.

_____ + _____ + _____ = 406

Color the largest number below.

466	416	486	436
-----	-----	-----	-----

Count by
hundreds
from 6 up
to 906.

Add the numbers by adding the hundreds, tens, ones.

$$406 + 282 = \underline{\hspace{2cm}}$$

400	0	6
+200	+80	+2
<hr/>		

_____	+	_____	+	_____	=	_____
hundreds		tens		ones		

$$524 + 355 = \underline{\hspace{2cm}}$$

500	20	4
+300	+50	+5
<hr/>		

_____	+	_____	+	_____	=	_____
hundreds		tens		ones		

$$227 + 530 = \underline{\hspace{2cm}}$$

200	20	7
+500	+30	+0
<hr/>		

_____	+	_____	+	_____	=	_____
hundreds		tens		ones		

Write the number to match the number written in word form.

seven hundred twenty-two

four hundred ninety-nine

three hundred twenty-one

six hundred forty-five

nine hundred fifty-seven

Write the numbers that are shown in expanded form.

$$700 + 70 + 8$$

$$400 + 20 + 7$$

$$300 + 90 + 4$$

$$500 + 40 + 3$$

$$800 + 80 + 1$$

6

Name _____

879 eight hundred seventy-nine

Count by
tens from
789 up
to 879.

789

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

Fill in the missing addend in each equation below. Use the sum to help you solve it.

$\underline{\quad} + 1 = 879$
 $\underline{\quad} + 10 = 341$
 $\underline{\quad} + 100 = 596$
 $\underline{\quad} + 10 = 274$
 $\underline{\quad} + 1 = 601$
 $\underline{\quad} + 100 = 437$
 $\underline{\quad} + 10 = 925$
 $\underline{\quad} + 1 = 210$

Use the hundreds chart and number line to round each number up or down to the nearest ten.



63 → <u> </u>	57 → <u> </u>	44 → <u> </u>
96 → <u> </u>	28 → <u> </u>	33 → <u> </u>
11 → <u> </u>	83 → <u> </u>	77 → <u> </u>

Add using any strategy.

368 + 318 —	179 + 114 —	227 + 359 —	582 + 353 —
578 + 104 —	250 + 250 —	456 + 462 —	156 + 138 —

Fill in the symbol to make each equation true.

897 ○ 879

734 ○ 728

415 ○ 615

563 ○ 536

285 ○ 301

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

The snow was so beautiful to watch as it fell. It covered everything around us. We wondered how long it would take to melt. One yard nearby had three snowmen in it. We imagined those snowmen coming to life, just like Frosty. What would they say, and how would they sound? Winter scenes like this one are just stunning.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

____ / 5

Total

1. Which sentence gives an accurate summary of the text?

- (A) It covered everything around us.
- (B) Winter scenes like this one are just stunning.
- (C) One yard nearby had three snowmen in it.
- (D) What would they say, and how would they sound?

4. Which is a synonym for *stunning*?

- (A) cold
- (B) spectacular
- (C) white
- (D) confusing

2. What is the main idea?

- (A) Frosty could come to life.
- (B) Winter is beautiful.
- (C) Snow covers everything.
- (D) Snowmen are cute.

5. Which sense is used in this text?

- (A) taste
- (B) hearing
- (C) sight
- (D) touch

3. Which word has the same vowel sound as *snow*?

- (A) through
- (B) one
- (C) so
- (D) how

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

____ / 5

Total

I wonder which season my dog enjoys the most. I know he loves summertime. He loves to race down the beach and chase the seagulls. I think he enjoys autumn and jumping in the leaves with me. Springtime means taking longer walks in the sunshine. Winter days with my dog are slow and relaxing. We stay cozy by the fire. Maybe my dog is just a happy guy all through the year!

1. Which response sounds like a good prediction?

- (A) I think it is about seagulls.
- (B) I skimmed and saw the word *dog* many times.
- (C) The text describes an animal enjoying the different seasons.
- (D) I noticed the narrator tells the story in first person.

2. Which title best describes the main idea?

- (A) Running on the Beach
- (B) A Dog for All Seasons
- (C) Cozy Dogs
- (D) Happy Guy

3. Which definition of *slow* is used in this text?

- (A) not fast
- (B) taking too much time
- (C) restless
- (D) sluggish

4. Which is an antonym for the word *cozy*?

- (A) warm
- (B) uncomfortable
- (C) quiet
- (D) tired

5. What is interesting about the narrator calling the dog a *happy guy*?

- (A) The dog is very unhappy.
- (B) It is a metaphor for himself.
- (C) It sounds like he is talking about a human.
- (D) It is the dog's name.

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Joshua rides his bike to work each day, rain or shine. He wears special waterproof gear so that he stays dry on wet mornings. He believes that riding a bike is a great way to start the day. The ride home gives him time to think and reflect on his day. The roads are usually quiet. It makes him wonder why more people are not riding bikes each day.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

1. Which title would tell a reader more about this text?

- (A) Riding to Work
- (B) Biking Rain or Shine
- (C) A Biking Fool
- (D) Reflecting

4. Which words in the text are synonyms?

- (A) *wonder* and *reflect*
- (B) *rides* and *wears*
- (C) *day* and *morning*
- (D) *think* and *quiet*

2. Why does Joshua enjoy riding his bike?

- (A) because he can reflect on his day
- (B) because he can enjoy the quiet roads
- (C) because he has time to think
- (D) all of the above

5. What does *rain or shine* mean?

- (A) raining very hard
- (B) warm rain
- (C) no matter what the weather is
- (D) drying off after rain

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

- (A) rid
- (B) rider
- (C) side
- (D) siding

___ / 5

Total

NAME: _____ DATE: _____

Coming in from the Cold

The two boys knew it was time to go inside. Their fingers were almost turning blue from making so many snowballs. They had built two big snowmen and had an epic snowball fight. But now their bodies were tired and cold.

Frank and Jack were both home because school had been cancelled. The storm had brought more than three inches of new snow, and the cold temperatures had frozen much of the town's streets and sidewalks. There was no way the school bus could make it up the hill to their house. So the brothers had been able to stay home. Frank was eleven and Jack was nine, and they were very responsible. Their parents both had to go to work that day, so they made a decision to let the boys stay home alone. The Packers next door were home for the day, too, in case the boys needed any help.

The boys came in and immediately changed their clothes. It felt so much better to be dry and inside, but they both still needed to warm up. Frank suggested they make a fire. Jack thought that a fire was a bad idea. They had promised their parents to be safe while they were gone. Jack worried that a fire could grow big and get out of control. He sure did not want to burn the house down!

Finally, the boys agreed. A fire was not a good idea. Yet how could they warm up? Frank suggested turning up the heat. Jack suggested getting under some warm blankets. So that is what they did. Both boys followed their own advice.



NAME: _____ DATE: _____

DIRECTIONS

Read "Coming in from the Cold" and then answer the questions.

SCORE**1.** Which is **not** a good prediction based on the text's title?

- (A) This is a story about a person who has a cold.
- (B) This story is about going inside to get warm.
- (C) This story takes place somewhere cold.
- (D) This story happens in the winter.

2. What is the author's opinion about staying home alone?

- (A) No child should ever be alone.
- (B) Children cannot make good decisions on their own.
- (C) Children should not be alone at night.
- (D) Children can stay home when they can follow the house rules.

3. Which statement shows a connection to the text?

- (A) I hate fire drills at school.
- (B) I like summer.
- (C) I follow the rules in my house when my parents are gone.
- (D) I had a fire when my family went camping.

4. Which word best describes Frank and Jack?

- (A) tired
- (B) responsible
- (C) silly
- (D) careless

5. Which theme applies to this text?

- (A) A snowy day at home is boring.
- (B) School buses cannot move very well on snowy roads.
- (C) Brothers can help each other be responsible and follow directions.
- (D) A fire is safe at home.

6. What type of text is this story similar to?

- (A) an adventure story about two kids using a time machine
- (B) a nonfiction text about snow
- (C) a fictional story about making the right choice
- (D) a poem about brothers

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

___ / 6

Total

NAME: _____ DATE: _____

DIRECTIONS

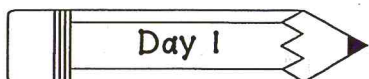
Reread “Coming in from the Cold.” Then, read the prompt and respond on the lines below.

SCORE

___ / 4

Think about ways that you might stay safe when you are alone. What is one way to stay safe when you are home alone?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Score: ____/10 = ____%

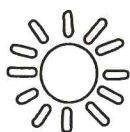
Name: _____

- 1 Draw a line to match each subject with a predicate.

Shelly •	• play in the park.
The ducks •	• jumps rope.
The girls •	• swim in the pond.

- 2 Circle or color the picture that rhymes with the given word.

tune

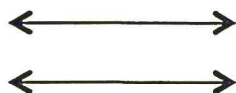


- 3 Rewrite the sentence on the line with correct capitalization, punctuation, and spelling.
- juliet live in minneapolis.
- _____

- 6 Which shape has 6 sides equal in length?

- (A) pentagon
(B) hexagon
(C) octagon

- 7 Which word describes the relationship between the two lines?



- (A) parallel
(B) perpendicular
(C) intersecting

8

$$\begin{array}{r} 892 \\ + 27 \\ \hline \end{array}$$

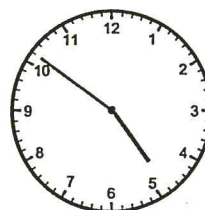
$$\begin{array}{r} 746 \\ - 50 \\ \hline \end{array}$$

- Write each group of words in ABC order.

- 4 seed, flower, plant, tree

- 5 playground, library, park, museum

- 9 Write the time.



- 10 Kenji buys 80 beads to make bracelets. If each bead costs 5¢, how much will all the beads cost?

Answer: _____

- 1 Draw a line to match each subject with a predicate.

The sun •	• collects stamps.
The kids •	• laugh at the joke.
Markus •	• shines in the sky.

- 2 Circle the word that rhymes with the picture.



freed
spread

- 3 Rewrite the sentence on the line with correct capitalization, punctuation, and spelling.
We're going too the beach
- _____

- 6 Continue the pattern.

4, 8, 12, 16 _____, _____, _____

- 7 I am an odd number between 10 and 20.
I am less than 17 and more than 14.
What number am I?
- _____

8	12	9
$\times 4$	$\times 3$	$\times 7$
_____	_____	_____

- Read each group of words. Mark the group that is in ABC order.

- 4 (A) green, blue, purple, pink
(B) blue, green, purple, pink
(C) blue, green, pink, purple
- 5 (A) fall, winter, spring, summer
(B) fall, spring, summer, winter
(C) fall, summer, spring, winter

- 9 Write how much money in all.



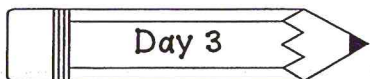
- 10 Round each number to the nearest hundred.

897 _____

338 _____

647 _____

462 _____



Score: ____ / 10 = ____ %

Name: _____

- 1 Underline the subject and circle the predicate in the sentence.

The young puppy wears a collar.

- 2 Read each word. Circle the two words in the group that rhyme.

stuff

though

rough

- 3 Write the words in order to make a complete sentence.

and to I the tomas beach went

- 6 Write the missing number in each box.



$+ 20 = 40$

$24 - \square = 14$

- 7 Write $>$, $<$, or $=$ in the circle.



8

$8 \overline{) 72}$

$5 \overline{) 30}$

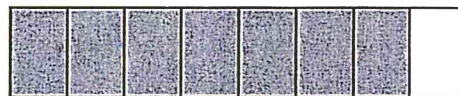
$4 \overline{) 20}$

Write each group of words in ABC order.

- 4 mushroom, corn, broccoli, carrots

- 5 car, truck, plane, train

- 9 Mark the fraction that shows the shaded part of the shape.



(A) $\frac{1}{7}$

(B) $\frac{1}{8}$

(C) $\frac{7}{8}$

- 10 Steve's total at Target is \$17.49. If he gives the cashier \$20, how much change will he get back?

Answer: _____

- 1 Underline the subject and circle the predicate in the sentence.

The students listen to the story.

- 2 Read each word. Circle the two words in the group that rhyme.

bought

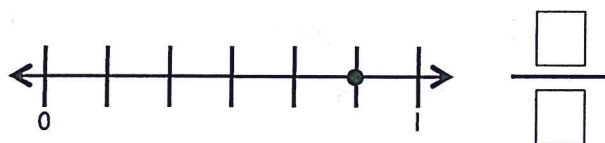
crowd

proud

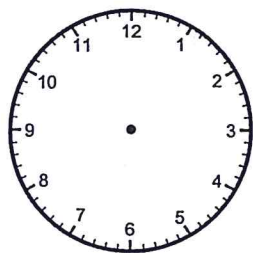
- 3 Write the words in order to make a complete sentence.

dog the after the ball ran

- 6 Write the fraction that the number line shows.



- 7 Draw the clock hands to show the time.



8

$$\begin{array}{r} 465 \\ - 238 \\ \hline \end{array}$$

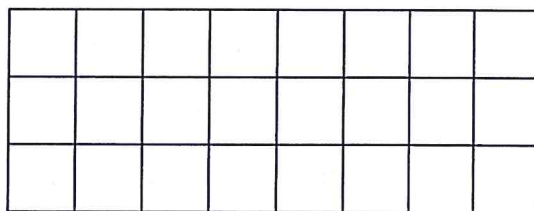
$$\begin{array}{r} 324 \\ + 276 \\ \hline \end{array}$$

Read each group of words. Mark the group that is in ABC order.

- 4
- (A) circle, square, trapezoid, triangle
 - (B) circle, square, triangle, trapezoid
 - (C) circle, trapezoid, triangle, square

- 5
- (A) bike, swim, skate, skip, walk
 - (B) bike, walk, skate, skip, swim
 - (C) bike, skate, skip, swim, walk

- 9 Write the area of the shape.



_____ square units

- 10 Huda buys 42 pieces of candy for her six friends. If she shares her candy equally, how many pieces will each friend get?

Answer: _____

The Chicago Fire

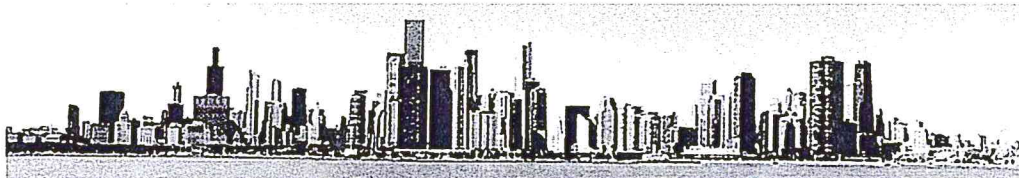
Chicago is one of the biggest cities in the United States. Several tall buildings made of stone, metal, and glass currently dominate the famous downtown skyline. However, the buildings weren't always like that. Majority of the buildings in Chicago were actually made of wood until the big fire happened and changed the landscape.

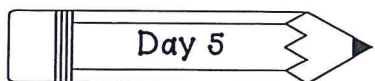
The fire began on the night of Sunday, October 8, 1871. A man named Daniel Sullivan went on a walk to visit his neighbors. When he arrived, he saw that the barn was on fire. As Sullivan ran away from the barn, the fire spread quickly because everything was very dry from the intense heat and the lack of summer rain. Many people noticed the fire and started frantically shouting, "Fire! Fire!"

A few miles away, there was a man named Mathias Schaffer who had the job of spotting fires. From the top of the courthouse building (the tallest building in Chicago) Schaffer sent out an alarm alerting the firemen to the south side of the city. However, the fire was actually on the southwest side. Therefore, by the time the firemen arrived to the scene of the fire, it had already been blazing for over an hour spreading far distances.

The firemen bravely tried to contain the fire, but the strong wind pushed flames toward the center of the city. The winds were even strong enough to blow burning cinders across the Chicago River causing buildings such as the Courthouse, one of the oldest buildings in Chicago, to catch fire. The fire continued to ravage the city until rain fell late the next evening, finally putting the flames out.

Despite the devastating loss of lives, homes, and buildings, most of the citizens decided to stay in Chicago. The city, with help from all over the world, was rebuilt. Taller buildings were constructed out of brick and steel and equipped with more modern technology, such as the elevator, shaping the city we know today.





Score: ____ / 10 = ____ %

Name: _____

Respond to each prompt about the reading passage using a complete sentence.

1 In what type of genre does the passage belong?

2 What is the setting?

3 How did the fire cross the river and into the center of the city?

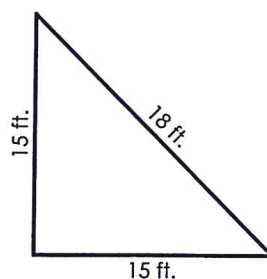
4 What is the main idea?

5 What are two or three details that support the main idea?

6 Write four thousand, nine hundred fifty-one in standard form and expanded form.

standard form: _____

expanded form: _____

9 Write the perimeter of the shape.

7 Write the following numbers in order from least to greatest: 139, 87, 142, 78

8 $35 \div 7 =$ _____ $11 \times 6 =$ _____

$81 \div 9 =$ _____ $4 \times 3 =$ _____

10 Round each number to the nearest ten.

67 _____

32 _____

792 _____

495 _____

