

Updated and Revised



Grade

2

SPECTRUM

Test Prep



***Excellent Tool for
Standardized Test Preparation!***

- Language arts
- Math
- Skill specific practice
- Time management
- Answer key

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ANSWER KEY 105



What's Inside?

This workbook is designed to help you and your second grader understand what he or she will be expected to know on standardized tests.

Practice Pages

The workbook is divided into two sections: English Language Arts and Mathematics. The practice activities in this workbook provide students with practice in each of these areas. Each section has practice activities that have questions similar to those that will appear on the standardized tests. Students should use a pencil to fill in the correct answers and to complete any writing on these activities. If needed, passages may be read aloud to the student.

National Standards

Before each practice section is a list of the national standards covered by that section. These standards list the knowledge and skills that students are expected to master at each grade level. The shaded *What it means* sections will help to explain any information in the standards that might be unfamiliar.

Mini-Tests and Final Tests

When your student finishes the practice pages for specific standards, your student can move on to a mini-test that covers the material presented on those practice activities. After an entire set of standards and accompanying practice pages are completed, your student should take the final tests, which incorporate materials from all the practice pages in that section.

Final Test Answer Sheet

The final tests have a separate answer sheet that mimics the style of the answer sheets the students will use on the standardized tests. The answer sheets appear at the end of each final test.

How Am I Doing?

The *How Am I Doing?* pages are designed to help students identify areas where they are proficient and areas where they still need more practice. They will pinpoint areas where more work is needed as well as areas where your student excels. Students can keep track of each of their mini-test scores on these pages.

Answer Key

Answers to all the practice pages, mini-tests, and final tests are listed by page number and appear at the end of the book.

To find a complete listing of the national standards in each subject area, you can access the following Web sites:

The National Council of Teachers of English: www.ncte.org

National Council of Teachers of Mathematics: www.nctm.org/standards

English Language Arts Standards

Standard 1 (See pages 7–12.)

Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Standard 2 (See pages 13–15.)

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

What it means:

- **Genre** is the type or category of literature. Some examples of genre include fiction, biographies, poetry, and fables. Each genre is characterized by various differences in form. For example, the fable differs from the broader category of fiction because it has a moral or character lesson.

Standard 3 (See pages 16–21.)

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

What it means:

- Students should use different strategies while they are reading to comprehend and make connections. Some of these strategies may include recognizing story characteristics; distinguishing fact from opinion; making inferences; determining the meaning of unknown words based on context; and interpreting information from pictures, diagrams, charts, or graphic organizers.

Standard 4 (See pages 24–28.)

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Standard 5 (See pages 29–33.)

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard 6 (See pages 34–38.)

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

Standard 7 (See page 41.)

Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

English Language Arts Standards

Standard 8 (See pages 42–43.)

Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Standard 9 (See page 45.)

Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.



What it means:

- A **dialect** is a regional variation in vocabulary, grammar, and pronunciation within a single language used by members of a group. It is a manner of expression that can lead to comprehension difficulties, if the dialect is particularly strong. Social roles and ethnic groups can be identified by use of specific dialects. Teaching a respect for diversity in language use and patterns can help build a global society.

Standard 10

Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

Standard 11 (See page 46.)

Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Standard 12 (See page 47.)

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

English Language Arts

1.0

Understanding Fiction

Reading and Comprehension

DIRECTIONS: Read the paragraph below. It tells about a girl who thinks it would be great if no one could see her. Then, answer the questions.

Example:

Read the story below and answer the question that follows.

Camels are strong, sturdy animals that live in the desert. Camels are able to live in the desert because their bodies are designed for it.

What is the main idea?

- (A) camels
- (B) the desert
- (C) bodies
- (D) sturdy animals

Answer: (A)

If Cassie Were Invisible

Cassie kicked at the dirty clothes on her floor. She was upset. Her dad told her to clean her room. Cassie wished she were invisible. Then, she wouldn't have to clean anything! If she were invisible, she would go to school and not do any work. She would stay up late. She would never have to take baths. Best of all, her brother couldn't pick on her. But, wait! If she were invisible, she wouldn't get any apple pie. No one would ask her to play. Cassie would never get to hug her grandparents. Maybe being invisible wouldn't be so much fun after all.

1. In the beginning, why does Cassie want to be invisible?

- (A) because she wants to play
- (B) because she loves apple pie
- (C) because she didn't like her dad
- (D) because she didn't want to clean her room

2. Which is one reason Cassie decides she doesn't want to be invisible?

- (F) She loves to clean.
- (G) Her mom misses her.
- (H) She wouldn't get to hug her grandparents.
- (J) She wants to be smart.

3. Who is the main character in the story?

- (A) the dad
- (B) Cassie
- (C) the grandparents
- (D) the teacher

4. Why did the author write this story?

- (F) to give you information
- (G) to get you to believe something
- (H) to entertain you
- (J) to explain how to do something

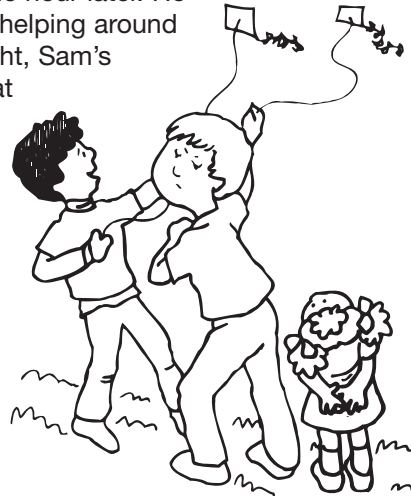


DIRECTIONS: Read the story below. It tells about Sam being the oldest child in his family. Then, answer the questions.

The Oldest

Sometimes, Sam likes being the oldest. He can stay up one hour later. He can go places by himself. He also gets a bigger allowance for helping around the house. When his friend Brennan asks him to spend the night, Sam's mom says yes. He even gets to stay at his friend's house to eat dinner sometimes. Sam thinks it's great that he can read, ride a bike, and spell better than his brother. Sam's sister loves when he reads stories to her. Sam likes it, too. When his mom needs help cooking, she asks Sam, because he is the oldest.

Sometimes, Sam doesn't like being the oldest. He has to babysit his sister. She likes to go where he does. He also has to act more like a grown-up. Sam always has more jobs to do around the house. He has to help wash the dishes and take out the trash. His brother and sister get help when they have to clean their rooms. Sam doesn't get help. Sam doesn't like to be the oldest when his brother and sister want him to play with them all the time.



5. What can Sam do better than his brother?

- (A) play soccer
- (B) eat candy
- (C) ride a bike
- (D) watch movies

6. What does Sam think about having to act more like a grown-up?

- (F) He likes it.
- (G) He thinks his brother should act more grown-up.
- (H) It is one reason why he doesn't like to be the oldest.
- (J) He wants his parents to treat his brother like they treat him.

7. Who is the main character in the story?

- (A) Brennan
- (B) the sister
- (C) the brother
- (D) Sam

8. Why did the author write this story?

- (F) to give you information
- (G) to get you to believe something
- (H) to entertain you
- (J) to explain how to do something



Final English Language Arts Test

for pages 7–48

DIRECTIONS: Read the story. Then, answer questions 1–5.

Cassie’s mom has errands to run. Cassie agrees to babysit her little brother. He’s sleeping in his room. Her mom leaves Cassie a list of chores to do while she is gone. But when her mom gets back, Cassie will be able to go to the mall with her friends if her chores are done.

As soon as her mom leaves, Cassie starts calling her friends. She talks to Kim for 20 minutes. Then, she talks to Beth for 30 minutes. She calls Jackie after that.

After talking on the phone, Cassie paints her nails while she watches a TV show. Then, she listens to the radio and reads a book. Before Cassie knows it, three hours have passed. Her mom is back home.

Her mom walks in the door. She finds that the kitchen is still a mess. There are crumbs all over the carpet and Cassie’s little brother is screaming in his room.

1. Who is the main character in this story?

- (A) Cassie’s mom
- (B) Cassie’s little brother
- (C) Cassie
- (D) Cassie’s friend Kim

2. What is the setting for the story?

- (F) Cassie’s school
- (G) Cassie’s house
- (H) the mall
- (J) Kim’s house

3. This story is which genre or type of writing?

- (A) biography
- (B) nonfiction
- (C) poetry
- (D) fiction

4. Why did the author write this story?

- (F) to give you information
- (G) to get you to believe something
- (H) to entertain you
- (J) to explain how to do something

5. What do you think Cassie’s mom did when she got home?

- (A) She was glad that Cassie had fun.
- (B) She thanked Cassie for watching her brother.
- (C) She was unhappy that Cassie had not done her chores.
- (D) She ignored the mess.

DIRECTIONS: Choose the word that best fits in the blanks.

Alicia and her brother Randy hurried out the **(6)** in their heavy snowsuits. They played in the snow. They made a big snowman in the **(7)**.

- 6.**
- (F) door
 - (G) window
 - (H) space
 - (J) slide

- 7.**
- (A) kitchen
 - (B) sand
 - (C) garage
 - (D) backyard



DIRECTIONS: Choose the best answer.

8. Which answer shows what this contraction means?

that's

- (F) that is
- (G) that all
- (H) that will
- (J) that calls

9. Which set of words is in alphabetical order?

- (A) bat, bend, ant, apple
- (B) bend, bat, ant, apple
- (C) ant, apple, bat, bent
- (D) apple, ant, bat, bend

10. Where would you look to find information about sharks?

- (F) in a newspaper
- (G) in an atlas
- (H) in a dictionary
- (J) in an encyclopedia

11. Where would you look to find a map of the United States?

- (A) in a newspaper
- (B) in an atlas
- (C) in a dictionary
- (D) in an encyclopedia

12. Which word has the same ending sound as *block*?

- (F) box
- (G) breeze
- (H) blue
- (J) think

13. Which word has the same vowel sound as *stood*?

- (A) two
- (B) those
- (C) road
- (D) could

DIRECTIONS: Read the table of contents. Then, answer questions 14 and 15.

TABLE OF CONTENTS	
Chapter 1: Animals Around the World	11
Chapter 2: Zoos of the World	42
Chapter 3: Creatures of the Sea	59
Chapter 4: Rodents	85
Chapter 5: Reptiles and Amphibians	101
Chapter 6: Insects and Spiders	112

14. Which chapter starts on page 85?

- (F) Zoos of the World
- (G) Creatures of the Sea
- (H) Rodents
- (J) Insects and Spiders

15. Which page does the chapter titled “Animals Around the World” start on?

- (A) page 11
- (B) page 59
- (C) page 101
- (D) page 112

DIRECTIONS: Choose the best answer.

16. Which word is a synonym for *smart*?

- (F) dull
- (G) secret
- (H) clever
- (J) bored



Mathematics Standards

Standard 1—Number and Operations (See pages 57–67.)

- A. Understand numbers, ways of representing numbers, relationships among numbers, and number systems.
- B. Understand meanings of operations and how they relate to one another.
- C. Compute fluently and make reasonable estimates.

Standard 2—Algebra (See pages 68–73.)

- A. Understand patterns, relations, and functions.
- B. Represent and analyze mathematical situations and structures using algebraic symbols.
- C. Use mathematical models to represent and understand quantitative relationships.
- D. Analyze change in various contexts.




What it means:

- Students should be able to model whole-number addition and subtraction situations using objects, pictures, and symbols.

Standard 3—Geometry (See pages 76–82.)

- A. Analyze characteristics and properties of two- and three-dimensional shapes and develop mathematical arguments about geometric relationships.
- B. Specify locations and describe spatial relationships using coordinate geometry and other representational systems.
- C. Apply transformations and use symmetry to analyze mathematical situations.
- D. Use visualization, spatial reasoning, and geometric modeling to solve problems.




What it means:

- Students should be able to recognize transformations such as slides, flips, and turns, and identify shapes that have symmetry.

Standard 4—Measurement (See pages 83–86.)

- A. Understand measurable attributes of objects and the units, systems, and processes of measurement.
- B. Apply appropriate techniques, tools, and formulas to determine measurement.




What it means:

- Students should be able to measure length, volume, weight, area, and time, selecting appropriate units for what is being measured. Practicing with nonstandard as well as standard units will help students learn to apply appropriate measurement techniques.

Mathematics Standards

Standard 5—Data Analysis and Probability *(See pages 89–92.)*

- 
- A. Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.
 - B. Select and use appropriate statistical methods to analyze data.
 - C. Develop and evaluate inferences and predictions that are based on data.
 - D. Understand and apply basic concepts of probability.

What it means:

- Students should be able to analyze data represented in simple graphs.
- Students should be able to determine the outcomes of events as likely or unlikely.

Standard 6—Process *(See pages 93–97.)*

- A. Problem Solving
- B. Reasoning and Proof
- C. Communication
- D. Connections
- E. Representation

Mathematics

1

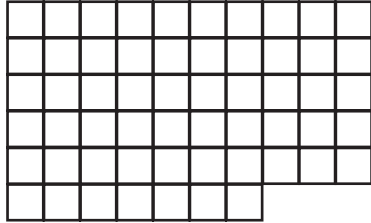
Understanding Numbers

Number and Operations

DIRECTIONS: Choose the best answer.

1. Which number matches the base 10 blocks?

- (A) 43
- (B) 68
- (C) 51
- (D) 57



2. Which squares contain numbers that are all less than 19?

- (F)

7	15	10	18
---	----	----	----
- (G)

91	20	32	57
----	----	----	----
- (H)

18	6	23	65
----	---	----	----
- (J)

12	81	17	44
----	----	----	----

3. Which numbers should go in the blank spaces when you count by ones?

38, 39, _____, 41, 42, 43, _____

- (A) 40 and 44
- (B) 29 and 45
- (C) 30 and 46
- (D) 39 and 44

4. Which number is the expanded numeral for seven hundred eighty-six?

- (F) $60 + 80 + 70$
- (G) $70 + 80 + 60$
- (H) $700 + 80 + 6$
- (J) $70 + 86$

5. Which numeral means seven hundreds, three tens, and five ones?

- (A) 735
- (B) 7035
- (C) 7305
- (D) 739

6. Which number matches the word in the box?

five hundred thirty six

- (F) 5,306
- (G) 356
- (H) 5,036
- (J) 536

7. If you are counting by ones, which number word should go in the box?

twenty-nine, _____, thirty-one, thirty-two

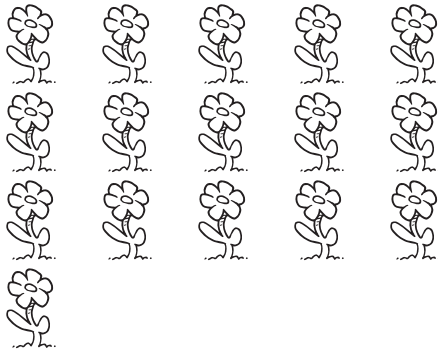
- (A) thirty
- (B) forty
- (C) fifty
- (D) twenty-eight



8. Which group of numbers is in the correct counting order?

- (F) 79, 78, 77, 80, 81
- (G) 78, 79, 77, 80, 81
- (H) 77, 78, 79, 80, 81
- (J) 79, 77, 78, 81, 80

9. Look at the flowers. Which group of base 10 blocks has the same number as the flowers?



- (A)
- (B)
- (C)
- (D)

10. Look at the hundreds, tens, and ones chart. Which number is represented by the dots on the chart?

100s	10s	1s
● ● ● ● ● ● ● ●	● ● ● ●	● ● ● ● ● ● ●

- (F) 756
- (G) 857
- (H) 847
- (J) 846

11. Which word stands for the number in the box?

43

- (A) thirty-four
- (B) forty
- (C) forty-three
- (D) forty-four

12. Which number matches the number in the middle of the box?

11, 12, 13, 14, 15

- (F) eleven
- (G) thirteen
- (H) fifteen
- (J) twelve

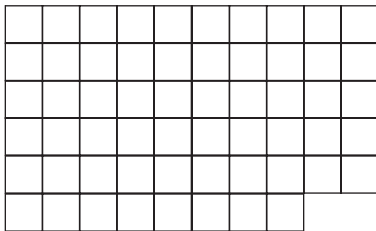


Final Mathematics Test

for pages 57–99

DIRECTIONS: Choose the best answer.

1. Look at the base ten blocks. What is the number shown here?



- (A) 55
- (B) 58
- (C) 68
- (D) 72

2. Which number is between twenty-three and thirty-four?

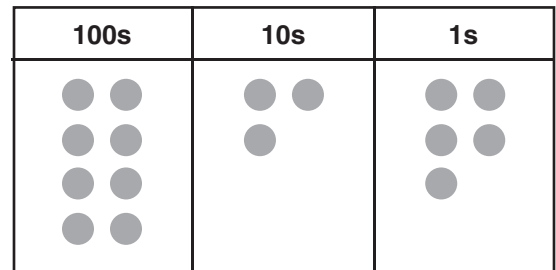
- (F) 19
- (G) 40
- (H) 30
- (J) 20

3. Look at the following set of numbers. What is the place value of the 3s?

31 437 5,239

- (A) ones
- (B) tens
- (C) hundreds
- (D) thousands

4. Look at the chart below. What number is shown?



- (F) 745
- (G) 935
- (H) 837
- (J) 835

5. Which fraction shows how much of the bar is shaded?



- (A) $\frac{3}{5}$
- (B) $\frac{1}{4}$
- (C) $\frac{1}{2}$
- (D) $\frac{2}{5}$

6. Which number should go in the boxes to make both number sentences true?

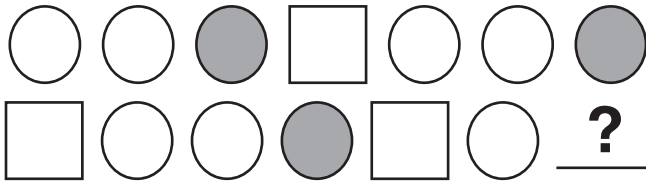
$$8 + \square = 22$$

$$22 - \square = 8$$

- (F) 12
- (G) 14
- (H) 16
- (J) 18



7. Look at the pattern. Which shape comes next?



- (A)
- (B)
- (C)
- (D)

8. If $\star + 7 = 23$, what is \star ?

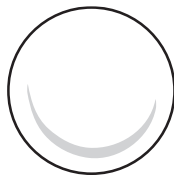
- (F) 8
- (G) 16
- (H) 14
- (J) 7

9. If $47 - \square = 29$, what is \square ?

- (A) 22
- (B) 17
- (C) 42
- (D) 18

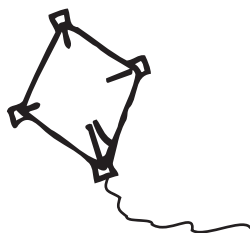
10. What is the name of this figure?

- (F) sphere
- (G) cone
- (H) cube
- (J) cylinder

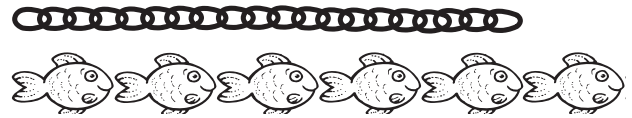


11. What shape would you have if you folded this kite in half?

- (A) circle
- (B) square
- (C) triangle
- (D) rectangle

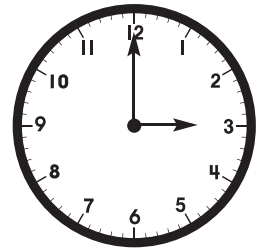
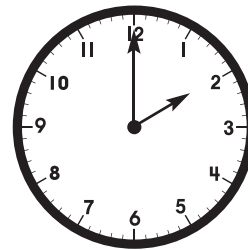


12. How many fish long is this chain?



- (F) 6 fish
- (G) 2 fish
- (H) 4 fish
- (J) 5 fish

13. The clock on the left shows the time the students have art class. The clock on the right shows when art class ends. How long does art class last?



- (A) 1 hour
- (B) 2 hours
- (C) 45 minutes
- (D) 30 minutes

14. About how much water can this glass hold in real life?

- (F) 2 ounces
- (G) 10 ounces
- (H) 50 ounces
- (J) 100 ounces



15. About how tall is the average second grader?

- (A) 1 foot
- (B) 4 feet
- (C) 6 feet
- (D) 10 feet



Answer Key

Pages 7–8

1. D
2. H
3. B
4. H
5. C
6. H
7. D
8. H

Pages 9–10

1. C
2. G
3. C
4. J
5. A
6. H
7. B
8. F

Pages 11–12

1. C
2. G
3. C
4. J
5. A
6. G
7. C
8. H
9. C
10. G
11. A
12. G
13. D
14. H

Pages 13–14

1. B
2. G
3. D
4. F
5. D
6. G
7. C
8. F

Page 15

1. B
2. H
3. B
4. J
5. D
6. F

Pages 16–17

1. A
2. H
3. C
4. F
5. B
6. F
7. A
8. G
9. C
10. J

Page 18

1. A
2. H
3. D
4. G
5. B
6. F

Page 19

1. A
2. H
3. B
4. J
5. C

Page 20

1. B
2. H
3. A
4. H

Page 21

1. A
2. H
3. D
4. F

Pages 22–23

Mini-Test 1

1. A
2. H
3. D
4. H
5. A
6. F
7. D
8. H
9. B
10. G
11. B
12. G
13. C

Pages 24–25

1. A
2. J
3. C
4. G
5. C
6. G
7. A
8. J
9. C
10. G
11. D

Page 26

1. A
2. G
3. C
4. H
5. A
6. F

Page 27

1. D
2. G
3. C
4. F
5. D
6. G

Page 28

1. C
2. F
3. D
4. G
5. D
6. H

Page 29

1. A
2. G

Page 30

1. A
2. H
3. D
4. G
5. C
6. J

Page 31

1. C
2. J
3. A
4. G
5. A
6. H

Page 32

1. C
2. G
3. C

Page 33

Topic sentence: Many insects find a warm place to spend the winter. Supporting details: Ants dig deep in the ground. Beetles stack up under rocks or dead leaves. Female grasshoppers die before winter. Bees gather in a ball in the hive.

Pages 34–35

1. C
2. J
3. B
4. J
5. A
6. G
7. A
8. G
9. A
10. F
11. C
12. G

Page 36

- D
- H
- A
- J
- C
- F

Page 37

- C
- G
- C
- F
- C
- G

Page 38

- D
- G
- C
- F
- B
- H

Pages 39–40**Mini-Test 2**

- A
- J
- D
- H
- A
- G
- C
- J
- D
- G
- A
- F
- B
- H

Page 41

- C
- Students should write two questions about therapy dogs.
- G
- Students should write two questions about jellyfish.

Page 42

- B
- J
- B
- F
- C
- G

Page 43

- D
- J
- A
- G
- B
- J

Page 44**Mini-Test 3**

- A
- H
- B
- G
- D
- F
- D

Page 45

- D
- H
- B
- H

Page 46

Students should draw a picture about something they did or did not like about the book. Students should then write a couple of sentences that explain their drawing.

Page 47

- Students should write the name of their favorite book.
- Students should check all of the boxes that apply to their book.
- Students should describe what their book was about.

- Students should explain why they would recommend this book to others.

Page 48**Mini-Test 4**

- D
- G
- B
- H

Pages 51–53**Final English****Language Arts Test**

- C
- G
- D
- H
- C
- F
- D
- F
- C
- J
- B
- J
- D
- H
- A
- H
- A
- G
- C
- H
- D
- G
- A
- H
- B
- J
- A

Pages 57–58

- D
- F
- A
- H
- A
- J
- A
- H
- C
- H
- C
- G

Page 59

- A
- G
- C
- G
- B
- F
- C
- J

Page 60

- D
- J
- B
- F
- $\frac{4}{5}$
- $\frac{1}{2}$
- $\frac{4}{6}$
- $\frac{3}{4}$
- $\frac{1}{4}$
- $\frac{2}{3}$

Page 61

- D
- G
- B
- F
- D

Page 62

- A
- H
- B
- G
- C
- G

Page 63

- 12
- 5
- 14
- 10
- 9
- 8

Page 64

- 4
- 5
- 2
- 2
- 2
- 3

Page 65

1. B
 2. H
 3. A
 4. J
 5. C
 6. F
 7. C
 8. J
 9. C
 10. F
 11. A
 12. J
-

Page 66

1. B
 2. F
 3. A
 4. G
 5. D
 6. G
 7. B
 8. J
 9. D
 10. H
 11. B
 12. J
-

Page 67

1. C
 2. F
 3. C
 4. G
 5. D
 6. J
 7. C
 8. J
-

Page 68

1. C
 2. G
 3. B
 4. J
 5. C
 6. F
 7. C
 8. G
 9. A
-

Page 69

1. D
 2. H
 3. B
 4. J
 5. B
 6. J
 7. B
-

Page 70

1. A
 2. H
 3. B
 4. H
 5. A
 6. G
 7. C
-

Page 71

1. C
 2. G
 3. A
 4. J
 5. C
 6. G
 7. D
-

Page 72

1. A
 2. H
 3. D
 4. F
 5. C
 6. G
-

Page 73

1. A
 2. J
 3. B
 4. H
 5. D
 6. F
-

Pages 74–75**Mini-Test 1**

1. B
 2. H
 3. A
 4. J
 5. C
-

6. F
 7. D
 8. G
 9. B
 10. F
 11. B
 12. H
 13. C
 14. G
 15. A
 16. J
-

Pages 76–77

1. C
 2. G
 3. C
 4. H
 5. D
 6. H
 7. D
 8. H
 9. B
 10. F
 11. D
 12. H
 13. D
 14. F
-

Page 78

1. A
 2. J
 3. A
 4. H
 5. B
-

Page 79

1. C
 2. G
 3. A
 4. H
-

Page 80

1. B
 2. H
 3. A
 4. J
 5. A
 6. G
-

Page 81

1. B
 2. G
 3. D
 4. G
-

Page 82

1. C
 2. F
 3. B
 4. H
 5. D
-

Page 83

1. D
 2. F
 3. B
 4. J
 5. B
 6. H
 7. A
 8. J
-

Page 84

1. D
 2. G
 3. A
 4. H
 5. C
-






Pages 85–86

1. A
 2. H
 3. D
 4. G
 5. A
 6. J
 7. C
 8. F
 9. B
-

Pages 87–88**Mini-Test 2**

1. B
 2. G
 3. C
 4. H
 5. C
 6. G
 7. A
 8. J
 9. B
 10. H
 11. B
 12. J
 13. D
 14. F
-

Page 89

Shoe Size	Total Pairs Sold
5	
6	
7	
8	
9	

Page 90

- 21 students
- 12 students
- 9 students
- 15 students
- the zoo
- the theater
- 57 votes

Page 91

- A
- H
- A
- F
- B
- H

Page 92

- B
- J
- A
- H

Page 93

- B
- J
- C
- F
- D
- H

Page 94

- A
- J
- C
- J

Page 95

- D
- F
- C
- F
- C
- G

Page 96

- B
- H
- D
- H
- D
- J
- A
- H

Page 97

- B
- G
- B
- J

Pages 98–99**Mini-Test 3**

- C
- J
- B
- G
- A
- G
- B
- J
- C
- F
- D
- H

13. A

Pages 101–103
Final Mathematics
Test

- B
- H
- B
- J
- D
- G
- C
- G
- D
- F
- C
- J
- A
- G
- B
- F
- B
- G
- C
- G
- D
- H