

**Updated and Revised**

Grade

**4**



**SPECTRUM**<sup>®</sup>

# Test Prep



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Standardized Test Preparation!***

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- Math
- Social Studies
- Science
- Skill specific practice
- Time management
- Answer key



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# What's Inside?

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

## Practice Pages

The workbook is divided into four sections: English Language Arts, Mathematics, Social Studies, and Science. 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.

## 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 separate answer sheets that mimic 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](http://www.ncte.org)  
National Council of Teachers of Mathematics: [www.nctm.org/standards](http://www.nctm.org/standards)  
National Council for the Social Studies: [www.ncss.org/standards](http://www.ncss.org/standards)  
National Science Teachers Association: [www.nsta.org/standards](http://www.nsta.org/standards)

# English Language Arts Standards

## **Standard 1** (See pages 9–11.)

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 12–14.)

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 genres include fiction, nonfiction, biographies, poetry, and fables. Each genre is categorized by various differences in form. For example, nonfiction differs from fiction in that it presents facts or tells a true story. The fable differs from the broader category of fiction because it has a moral or character lesson.

## **Standard 3** (See pages 15–17.)

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 be able to use several different strategies to help them determine the meaning of unfamiliar words.

## **Standard 4** (See pages 19–21.)

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 21–25.)

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 26–28.)

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.

### **What it means:**

- Figurative language is language used for descriptive effect. It describes or implies meaning, rather than stating it directly. Similes, metaphors, hyperboles, and personification are types of figurative language.

# English Language Arts Standards

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**Standard 7** (See page 30.)

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.

**Standard 8** (See pages 31–32.)

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 34.)

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

**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 35.)

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

**Standard 12** (See page 36.)

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

# Comparing Story Elements

Reading and Comprehension

**DIRECTIONS:** The following stories were written by the same person. Read both stories, then fill in the blank with the correct answer from the parentheses.

Maggie and Isabel went to the park on Saturday. They both headed for the slides. But they couldn't decide who should go first. Isabel said she should because she was older. Maggie said she should go first because Isabel always got to. Just then, their mother came over and said, "Why don't you each get on one slide and start down at the same time?"  
That's just what they did.

Joel's hockey team had been playing well all season, and this was their chance to win the tournament. He was their best player. He glanced around at his teammates. "Guys," he said. "Let's skate really hard and show them how great we are!"  
The team cheered and started to walk out to the ice. Joel turned around to grab his helmet, but it wasn't there. He looked under the benches and in the lockers, but his helmet wasn't anywhere. He sat down and felt his throat get tight. If he didn't have a helmet, he couldn't play.  
Just then, there was a knock on the door. Joel's mom peeked her head around the locker room door. "Thank goodness," she said. "I got here just in time with your helmet."

- |   |   |
|---|---|
| <p>1. Both of the stories are _____ .<br/>(fiction / nonfiction)</p> <p>2. Both stories are about _____<br/>that gets solved.<br/>(an argument / a problem)</p> <p>3. The person who solves the problem in both stories is _____ .<br/>(the coach / the mother)</p> | <p>4. If both of these stories appeared together in a book of similar stories, a good title for the book would be _____ .<br/>(<i>Sports Bloopers / Mom to the Rescue</i>)</p> <p>5. The author's purpose for writing both stories is to _____ .<br/> <input type="radio"/> (A) entertain the reader<br/> <input type="radio"/> (B) alarm the reader<br/> <input type="radio"/> (C) inform the reader<br/> <input type="radio"/> (D) challenge the reader</p> |
|---|---|





1.0

# Read and Respond to Fiction

## Reading and Comprehension

**DIRECTIONS:** Read the passage and answer the questions that follow.

### A Bumpy Ride

When we first climbed into the car and strapped on our safety belts, I wasn't very nervous. I was sitting right next to my big brother and he had done this many times before. As we started to climb the hill, however, I could feel my heart jump into my throat. "Brian?" I asked nervously. "Is this supposed to be so noisy?" "Sure, Matthew," Brian answered. "It always does that." A minute later, we were going so fast down the hill I didn't have time to think. With a twist, a loop, and a bunch of fast turns, everyone on board screamed in delight. No wonder this was one of the most popular rides in the park. By the time the car pulled into the station and we got off the ride, I was ready to do it again!

1. Which of the following is a characteristic of fiction?

- (A) It provides facts.
- (B) It tells a story.
- (C) It is real and true.
- (D) It informs the reader.

2. Which of the following best describes the setting of this story?

- (F) a car ride to school
- (G) a train ride
- (H) a ride on a roller coaster
- (J) a trip to the grocery store

3. What might have happened if this story had taken place in a regular car?

- (A) Brian might have lost his license for careless driving.
- (B) Brian might have started a taxi business.
- (C) Matthew might have wanted to drive with Brian again.
- (D) Matthew might not have been nervous.

4. At what point in the story did you realize where it was taking place? What words or phrases helped you figure out the setting?

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# Final English Language Arts Test

## for pages 9–37

**DIRECTIONS:** Read the passage, and then answer questions 1–3.

### Helping the Mountain Gorilla

Mountain gorillas live in the rain forests in Rwanda, Uganda, and the Democratic Republic of the Congo. These large, beautiful animals are becoming very rare. They have lost much of their habitat as people move in and take over the gorillas' lands. Although there are strict laws protecting gorillas, poachers continue to hunt them.

Scientists observe gorillas to learn about their habits and needs. Then, scientists write about their findings in magazines. Concerned readers sometimes give money to help protect the mountain gorillas.

Many other people are working hard to protect the mountain gorillas. Park rangers patrol the rain forest and arrest poachers. Tourists bring much-needed money into the area, encouraging local residents to protect the gorillas, too.

**1. What is this passage mainly about?**

- (A) mountain gorillas' family relationships
- (B) scientists who study mountain gorillas
- (C) ways that gorillas are being harmed and helped
- (D) poachers and wars that threaten gorillas' survival

**2. Which words help you figure out the meaning of *habitat*?**

- (F) "large, beautiful animals"
- (G) "gorillas' lands"
- (H) "the human population"
- (J) "recent civil wars"

**3. The author's purpose for writing this passage is to \_\_\_\_\_ .**

- (A) entertain readers
- (B) inform readers about mountain gorillas
- (C) motivate readers to visit Rwanda
- (D) explain to readers where Africa is

**4. The author of the passage thinks that tourism \_\_\_\_\_ .**

- (F) is very harmful to mountain gorillas
- (G) is one cause of civil wars in Africa
- (H) can be helpful to mountain gorillas
- (J) is one cause of overpopulation in Africa

**5. This passage is an example of which genre of literature?**

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

**DIRECTIONS:** Choose the meaning for each underlined word.

**6. chilly day**

- (F) long
- (G) frozen
- (H) cold
- (J) unpleasant

**7. We were exhausted after running.**

**Exhausted** means \_\_\_\_\_ .

- (A) very tired
- (B) refreshed
- (C) excited
- (D) wide awake



**DIRECTIONS:** Choose the word that means the opposite of the underlined word.

8. rough board

- (F) large
- (G) heavy
- (H) smooth
- (J) long

9. hilarious movie

- (A) scary
- (B) long
- (C) sad
- (D) confusing

**DIRECTIONS:** Choose the word that means the same, or about the same, as the underlined word.

10. irritated teacher

- (F) excited
- (G) helpful
- (H) annoyed
- (J) boring

11. baggy pants

- (A) loose
- (B) brown
- (C) tight
- (D) made of cotton

**DIRECTIONS:** Choose the word that is spelled correctly and best completes the sentence.

12. Three \_\_\_\_\_ people lived in the city.

- (F) million
- (G) millun
- (H) millions
- (J) million

13. Do you like \_\_\_\_\_ movies?

- (A) horrorr
- (B) horor
- (C) horror
- (D) horrer

**DIRECTIONS:** Choose the line that has a punctuation error. If there is no error, choose "no mistakes."

14. (F) The bus will pick us up  
(G) at 830 a.m. sharp for  
(H) the field trip to the zoo.  
(J) no mistakes

15. (A) Sara wanted to adopt  
(B) another greyhound but  
(C) she simply didn't have room.  
(D) no mistakes

16. (F) Clare, Andrea and I  
(G) were next in line  
(H) for the roller coaster.  
(J) no mistakes

**DIRECTIONS:** Choose the answer that fits best in the blank and shows correct capitalization and punctuation.

17. The new mall will open on \_\_\_\_\_ .

- (A) may 1 2007
- (B) May 1, 2007
- (C) may 1, 2007
- (D) May, 1, 2007

18. Do you think we should go swimming,

- \_\_\_\_\_
- (F) Sam?
  - (G) sam.
  - (H) sam!
  - (J) Sam.



# Mathematics Standards

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## **Standard 1—Number and Operations** (See pages 45–49.)

- 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 50–54.)

- 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.

## **Standard 3—Geometry** (See pages 56–60.)

- 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.

## **Standard 4—Measurement** (See pages 61–64.)

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

## **Standard 5—Data Analysis and Probability** (See pages 66–69.)

- 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.

## **Standard 6—Process** (See pages 70–73.)

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

## Mathematics

1.A

# Using Whole Numbers and Expanded Notation

## Number and Operations

**DIRECTIONS:** Choose the best answer.

1. What is the numeral for one million, three hundred fifty two thousand, twenty one?

(A) 1,535,221  
(B) 15,352,210  
(C) 150,352,021  
(D) 1,352,021

2. What is the word name for 1,382,004?

(F) one million, three hundred eighty two thousand, four  
(G) one million, three hundred eighty two thousand, four hundred  
(H) one hundred thousand, three hundred eighty two, four  
(J) one hundred million, three hundred eighty two thousand, four hundred

3. Which number is between 456,789 and 562,325?

(A) 572,325  
(B) 564,331  
(C) 455,644  
(D) 458,319

4. If these numbers are put in order from greatest to least, what is the number exactly in the middle?

45 55 50 65 30 35 75

(F) 45  
(G) 50  
(H) 35  
(J) 30

5. How can you write 56,890 in expanded notation?

(A)  $5 + 6 + 8 + 9 + 0 =$   
(B)  $50,000 + 6,000 + 800 + 90 =$   
(C)  $56,000 + 8,900 =$   
(D)  $0.5 + 0.06 + 0.008 + 0.0009 =$

6. What is another name for 651?

(F) 6 thousands, 5 tens, and 1 one  
(G) 6 hundreds, 1 tens, and 5 ones  
(H) 6 tens and 5 ones  
(J) 6 hundreds, 5 tens, and 1 one

7. What is another name for 7 thousands and 5 hundreds?

(A) 5,700  
(B) 7,050  
(C) 570  
(D) 7,500

8. What is another name for 8 hundreds, 4 tens, and 3 ones?

(F) 8,430  
(G) 843  
(H) 834  
(J) 8,043



Mathematics

**1.A**

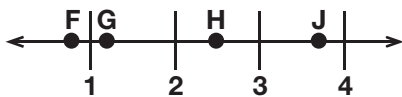
# Using Fractions and Number Lines

## Number and Operations



Pay close attention to the numbers in the problem and in the answer choices. If you misread even one number, you will probably choose the wrong answer.

**DIRECTIONS:** Use the number line for questions 1 and 2.



1. What point represents  $2\frac{1}{2}$ ?

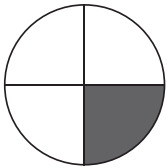

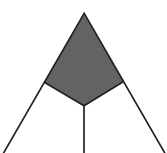

- (A) F
- (B) G
- (C) H
- (D) J

2. What point represents  $\frac{3}{4}$ ?

- (F) F
- (G) G
- (H) H
- (J) J

**DIRECTIONS:** Choose the best answer.

3. What picture shows a fraction equivalent to  $\frac{3}{10}$ ?

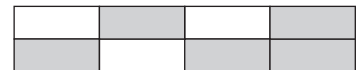
- (A) 
- (B) 
- (C) 
- (D) 

4. Which fraction represents 4 divided by 5?

- (F)  $\frac{5}{4}$
- (G)  $\frac{3}{5}$
- (H)  $\frac{4}{5}$
- (J)  $\frac{5}{5}$

5. Which fraction tells how much of this figure is shaded?

- (A)  $\frac{2}{3}$
- (B)  $\frac{3}{4}$
- (C)  $\frac{1}{4}$
- (D)  $\frac{5}{8}$



6. Which fraction shows how many of the shapes are shaded?



- (F)  $\frac{4}{10}$
- (G)  $\frac{6}{10}$
- (H)  $\frac{7}{10}$
- (J)  $\frac{1}{2}$



# Final Mathematics Test

For pages 45–74

**DIRECTIONS:** Choose the best answer.

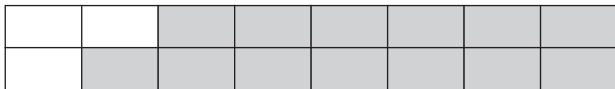
1. What is the word name for 6,703,405?

- (A) six million, seven zero three thousand, four hundred five
- (B) six million, seven hundred three thousand, four hundred fifty
- (C) six million, seven hundred three thousand, four hundred five
- (D) six million, seven hundred three, four hundred five

2. How can you write 9,876 in expanded notation?

- (F)  $9,800 + 76 + 0$
- (G)  $9,800 + 70 + 60$
- (H)  $9,000 + 870 + 60$
- (J)  $9,000 + 800 + 70 + 6$

3. What fraction of the shape is shaded?



- (A)  $\frac{13}{16}$
- (B)  $\frac{3}{16}$
- (C)  $\frac{3}{8}$
- (D)  $\frac{5}{16}$

4. Which of the following expressions does not equal 24?

- (F)  $8 \times 3$
- (G)  $4 \times 6$
- (H)  $2 \times 12$
- (J)  $2 \times 2 \times 3$

5. List all factors of 12.

- (A) 1, 12
- (B) 1, 2, 6, 12
- (C) 1, 3, 4, 6, 12
- (D) 1, 2, 3, 4, 6, 12

6. Find  $75 + 36 + 24$ .

- (F) 81
- (G) 15
- (H) 111
- (J) 135

7. Find  $96 - 48$ .

- (A) 144
- (B) 92
- (C) 48
- (D) 47

8. Find  $54 \times 73$ .

- (F) 3,942
- (G) 2,478
- (H) 1,062
- (J) 427

9. Find  $847 \div 7$ .

- (A) 847
- (B) 121
- (C) 127
- (D) 221



**DIRECTIONS:** Choose the best answer.

10. Find the missing number.

18, 26, 34, \_\_\_\_\_, 50, 58

- (F) 38
- (G) 40
- (H) 42
- (J) 44

11. Extend the number pattern.

56, 53, 50, 47, 44, \_\_\_\_\_

- (A) 40
- (B) 41
- (C) 43
- (D) 45

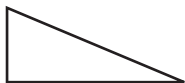
12. Which property says that you can switch the order of the numbers and still get the same answer?

- (F) inverse
- (G) associative
- (H) commutative
- (J) distributive

13. A quadrilateral with 4 right angles and 4 equal sides is a \_\_\_\_\_.

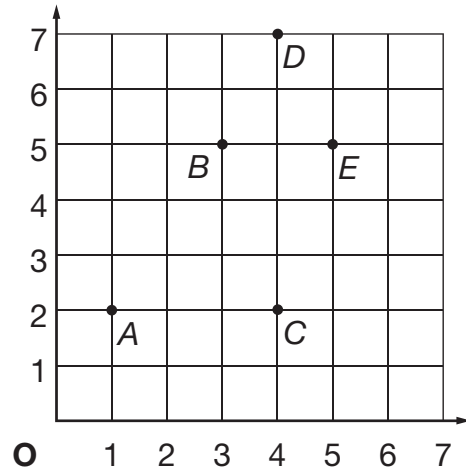
- (A) rectangle
- (B) square
- (C) rhombus
- (D) trapezoid

14. This is a(n) \_\_\_\_\_ triangle.



- (F) equilateral
- (G) isosceles
- (H) scalene
- (J) none of the above

**DIRECTIONS:** Use the graph below to answer questions 15 and 16.



15. What are the coordinates of point A?

- (A) (2, 1)
- (B) (1, 2)
- (C) (1, 1)
- (D) (2, 2)

16. What are the coordinates of point B?

- (F) (4, 2)
- (G) (2, 4)
- (H) (5, 3)
- (J) (3, 5)

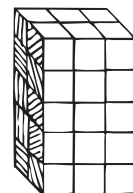
**DIRECTIONS:** Choose the best answer.

17. A rectangle has a length of 15 and width of 5. What is the perimeter?

- (A) 40
- (B) 30
- (C) 26
- (D) 24

18. Find the volume of the figure.

- (F) 36 cubic units
- (G) 30 cubic units
- (H) 32 cubic units
- (J) 35 cubic units





# Social Studies Standards

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**Standard 1—Culture** *(See pages 81–82.)*

Social studies programs should include experiences that provide for the study of culture and cultural diversity.

**Standard 2—Time, Continuity, and Change** *(See pages 83–84.)*

Social studies programs should include experiences that provide for the study of the way human beings view themselves in and over time.

**Standard 3—People, Places, and Environments** *(See pages 85–87.)*

Social studies programs should include experiences that provide for the study of people, places, and environments.

**Standard 4—Individual Development and Identity** *(See pages 89–90.)*

Social studies programs should include experiences that provide for the study of individual development and identity.

**Standard 5—Individuals, Groups, and Institutions** *(See pages 91–92.)*

Social studies programs should include experiences that provide for the study of individuals, groups, and institutions.

**Standard 6—Power, Authority, and Governance** *(See pages 94–95.)*

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.

**Standard 7—Production, Distribution, and Consumption** *(See pages 96–97.)*

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

**Standard 8—Science, Technology, and Society** *(See pages 98–99.)*

Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

**Standard 9—Global Connections** *(See pages 101–102.)*

Social studies programs should include experiences that provide for the study of global connections and interdependence.

**Standard 10—Civic Ideals and Practices** *(See pages 103–104.)*

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

**Social Studies**

**1.0**

# Expressions of Culture

Culture

**DIRECTIONS:** Choose the best answer.



**Culture** is all the things a society produces, including its arts, beliefs, and traditions. You can tell a lot about the things a society values by looking at the way the society expresses itself in its culture.

**1. Which of the following is an expression of a society's culture?**

- (A) the movies people watch
- (B) the clothes people wear
- (C) the holidays people celebrate
- (D) all of the above

**2. Christmas is a holiday celebrated by Christians around the world. In the United States, Christmas is widely observed. Schools and most businesses close on Christmas Day. People of other faiths celebrate religious holidays, too. But most schools and businesses in America do not close on those holidays. Based on this fact, which of the following do you think is most likely true?**

- (F) Most Americans are Christians.
- (G) Most Americans care little about religion.
- (H) It is illegal to practice any religion besides Christianity in America.
- (J) Most Americans are Jewish.

**DIRECTIONS:** Read the passage and then answer questions 3 and 4.

In Country A, poor people are expected to refer to wealthier people as "My Lord" and "My Lady." There is not much direct contact between the rich and poor. When there is, the rich are usually polite but distant toward the poor.

In Country B, poor people are not allowed to talk to wealthier people at all. The poor and the rich almost never come into contact with each other. They even celebrate completely different holidays. A rich person feels disgraced if he or she happens to touch a poor person.

In Country C, poor people and wealthy people refer to each other as "Sir" and "Ma'am." Rich and poor often attend the same schools, attend many of the same cultural events, and come into fairly frequent contact. The two groups are usually friendly to each other.

**3. Based on the above passage, which society probably places most value on ideals such as equality and fair treatment?**

- (A) Country A
- (B) Country B
- (C) Country C
- (D) All societies highly value equality and fair treatment.

**4. Based on the above passage, which society probably places most value on ideals such as tradition and keeping in your proper place?**

- (F) Country A
- (G) Country B
- (H) Country C
- (J) They all highly value such ideals.

**5. In the United States, most professional sporting events begin with the playing of the national anthem. What do you think this fact says about American society? Be as specific as you can.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Social Studies

1.0

# Men, Women, and Children in Societies

## Culture

**DIRECTIONS:** Read the passage. Then, answer questions 1 and 2.

In colonial times, life for the American farmer and his family was very difficult. They had to do everything that was needed for their family to survive. The primary job of the farmer was to clear the land, plant and care for the crops, take care of the animals, and maintain the property. The primary job of the farmer's wife was to take care of the family and home. This included making and washing clothes, preparing meals, tending the garden, and raising the children. The children also had chores and responsibilities. They usually started doing simple chores at a very early age. Their responsibilities increased as they got older. Some children were able to attend one-room schools. But many farming communities did not even have schools. Instead, children helped work around their farms and homes, and were taught by their parents.

1. Based on the passage, which of the following statements is true?

- (A) The American farmer and his family made education their first priority.
- (B) It required very little work to maintain a farm and home in colonial times.
- (C) Every member of the family had responsibilities to do that helped the family survive.
- (D) The farmer and his wife did all of the work themselves.

2. Describe a similarity or difference you see between the children described in the passage and American children today.

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**DIRECTIONS:** Read the passage. Then, answer questions 3 and 4.

Ancient African societies were often organized into small groups. Each group identified itself with an important ancestor. Special respect was given to older members of the community. These tribal elders were thought of as wise and experienced. They were responsible for managing the community. They tried to be as fair to everyone as possible. Their main goal was to help the community remain peaceful and prosperous. Under this system, everyone in the community shared in the wealth as well as the hardships of their common life.

3. Who would probably be the most respected member of an ancient African society?

- (F) a newborn baby
- (G) a 20-year-old shepherd
- (H) a 35-year-old pottery maker
- (J) a 50-year-old tribal elder

4. Based on the passage, most people in an ancient African community were probably \_\_\_\_\_.

- (A) very poor, though a few were quite wealthy
- (B) very wealthy, though a few were poor
- (C) no better or worse off than their neighbors
- (D) hostile to each other most of the time



# Final Social Studies Test

for pages 81–105

**DIRECTIONS:** Choose the best answer.

1. The holidays people celebrate are an expression of a society's \_\_\_\_\_ .

- (A) culture
- (B) government
- (C) religion
- (D) none of the above

2. Who was responsible for taking care of the chores on a farm during colonial times?

- (F) the farmer only
- (G) the farmer and his wife
- (H) the farmer and his children
- (J) the farmer, his wife, and their children

**DIRECTIONS:** Use the information in the time line below to answer questions 2–4.

1783: First hot-air balloon flight
1804: First glider built
1900: First flight of the Zeppelin, a rigid airship
1903: First flight by the Wright Brothers
1957: First artificial satellite launched
1969: First humans land on the moon
1982: First space shuttle mission flown

3. Which event happened during the 1800s?

- (A) first hot-air balloon flight
- (B) first glider built
- (C) first artificial satellite launched
- (D) none of the above

4. How many years passed between the Wright Brothers' flight and the first space shuttle mission flight?

- (F) 79
- (G) 82
- (H) 66
- (J) 97

5. The first helicopter was flown in 1907. Where would this occur on the time line?

- (A) after the first Zeppelin flight and before the Wright Brothers' flight
- (B) after the first glider was built and before the Zeppelin flight
- (C) after the Wright Brothers' flight and before the launch of the first artificial satellite
- (D) after the launch of the first artificial satellite and before the first humans landed on the moon

**DIRECTIONS:** Choose the best answer.

6. Jaguars, toucans, and orchids live in which of the following environments?

- (F) desert
- (G) grassland
- (H) tropical rain forest
- (J) tundra

7. The Kabbabish are native people who herd camels through the Sahara in Africa. Which type of environment do they live in?

- (A) grassland
- (B) desert
- (C) tundra
- (D) temperate deciduous forest

8. The wearing away of Earth by wind, water, or glacial ice is known as \_\_\_\_\_ .

- (F) erosion
- (G) flattening
- (H) carving
- (J) all of the above



9. Given a typical weather pattern, in which season would you experience the highest temperatures?

- (A) spring
- (B) summer
- (C) fall
- (D) winter

10. Which of the following provided help during and after the events on September 11, 2001?

- (F) firefighters and police officers
- (G) hospitals
- (H) American citizens
- (J) all of the above

11. The national government is responsible for all of the following except \_\_\_\_\_ .

- (A) declaring war
- (B) maintaining water treatment plants
- (C) coining and printing money
- (D) maintaining a postal system

12. The three branches of government are \_\_\_\_\_ .

- (F) judicial, state, and executive
- (G) state, executive, and legislative
- (H) legislative, executive, and judicial
- (J) legislative, judicial, and local

13. The Articles of Confederation gave \_\_\_\_\_ .

- (A) the most power to state governments
- (B) the same amount of power to both the state and national governments
- (C) the most power to the national government
- (D) the most power to local governments

**DIRECTIONS:** Read the passage. Then, answer the questions.

The most popular snack food in years has recently hit the stores. Everyone wants to try the new Beef-o Chips. These hamburger-flavored potato chips are so popular, the manufacturer is having a hard time keeping up with the demand. Grocery stores across the nation have been mobbed by hungry customers looking to buy bags of Beef-o's. The local Food Clown store reports that an entire shelf of Beef-o's was cleaned out by customers yesterday in about five minutes.

14. When Beef-o's first came out a couple of months ago, each bag cost \$1.99. Based on the information in the passage, what do you think Beef-os might be selling for now?

- (F) 25¢
- (G) 99¢
- (H) \$1.99
- (J) \$2.99

15. Explain your answer to question 14.

- (A) Hamburger-flavored potato chips? Yuck! Who would buy those?
- (B) When supply is high and demand is low, prices usually go down.
- (C) The price was \$1.99 just a couple of months ago. That's too soon for any price change to occur.
- (D) When supply is low and demand is high, prices usually rise.

16. Which of the following inventions helped businesses to be more productive because they could operate at night as well as during the day?

- (F) the telephone
- (G) the electric lightbulb
- (H) the assembly line
- (J) the computer



# Science Standards

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## **Standard 1—Unifying Concepts and Processes** (See page 114.)

As a result of the activities in grades K–12, all students should develop understanding and abilities aligned with the following concepts and processes:

- Systems, order, and organization.
- Evidence, models, and explanation.
- Constancy, change, and measurement.
- Evolution and equilibrium.
- Form and function.

## **Standard 2—Science as Inquiry** (See pages 115–116.)

As a result of the activities in grades K–4, all students should develop

- The abilities necessary to do scientific inquiry.
- An understanding about scientific inquiry.

## **Standard 3—Physical Science** (See pages 118–120.)

As a result of the activities in grades K–4, all students should develop an understanding of

- Properties of objects and materials.
- Position and motion of objects.
- Light, heat, electricity, and magnetism.

## **Standard 4—Life Science** (See pages 121–122.)

As a result of the activities in grades K–4, all students should develop an understanding of

- Characteristics of organisms.
- Life cycles of organisms.
- Organisms and environments.

## **Standard 5—Earth and Space Science** (See pages 123–126.)

As a result of the activities in grades K–4, all students should develop an understanding of

- Properties of Earth materials.
- Objects in the sky.
- Changes in Earth and sky.

## **Standard 6—Science and Technology** (See page 128.)

As a result of the activities in grades K–4, all students should develop

- Abilities to distinguish between natural objects and objects made by humans.
- Abilities of technological design.
- An understanding about science and technology.

## **Standard 7—Science in Personal and Social Perspectives** (See page 129.)

As a result of the activities in grades K–4, all students should develop an understanding of

- Personal health.
- Characteristics and changes in populations.
- Types of resources.
- Changes in environments.
- Science and technology in local challenges.

# Science Standards

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## **Standard 8—History and Nature of Science** *(See page 130.)*

As a result of the activities in grades K–4, all students should develop an understanding of

- Science as a human endeavor.

Science

1.0

# Confirming Hypotheses

## Unifying Concepts and Processes

**DIRECTIONS:** Rebecca has been asked to research and write a report on hydropower. This topic is new to her, but she makes the hypothesis that hydropower is power that comes from water. During her research, she found the following information. Read the passage, and answer the questions that follow.

People around the world use energy every day, and some forms of energy are being used up very quickly. But resources like energy from the sun, energy from ocean waves, and hydroelectric power do not get used up completely. These resources last and last. They are called *renewable resources*. *Hydropower* is a renewable resource that is very common. The beginning of this word, *hydro*, refers to water. So, hydropower refers to power that comes from water.

What makes hydropower work? A dam looks like a tall cement wall built across a body of water. It raises the level of water in an area by blocking it. This causes the water to fall over the side of the dam. The falling water pushes against a machine called a *turbine*. The force of the falling water makes the blades inside the turbine spin. A machine called a *generator* captures the power from the spinning turbines. This makes electrical energy and sends out electricity to people who need it.



A **hypothesis** is a guess or theory that can be tested by comparing it with observed facts.

1. Does the passage confirm Rebecca's hypothesis? Why or why not?

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2. What purpose does the dam serve?

- (A) It blocks the flow of water, raising the level of the water.
- (B) It spins the turbines.
- (C) It captures the power of the spinning turbines.
- (D) It sends the electricity to the people who need it.

3. Resources that do not run out are called \_\_\_\_\_.

- (F) hydropower
- (G) energy
- (H) fossil fuels
- (J) renewable resources

4. What produces the electrical energy from the water?

- (A) the generator
- (B) the turbine
- (C) the dam
- (D) ocean waves





Science

2.0

# Scientific Inquiry

## Science as Inquiry

**DIRECTIONS:** Choose the best answer.



- When you use **observation**, you are watching what is happening. You are not creating the event.
- When you **collect specimens**, you are collecting items to be studied.
- When you **perform an experiment**, you are actively involved in finding an answer to a question. For example, what will happen if you add baking soda to vinegar? Since the baking soda cannot add itself naturally, you must add it. Therefore, you are creating the event.

1. Which of the following types of investigation would you use to determine the effects of using fertilizer on plants?

- (A) observation
- (B) collecting specimens
- (C) doing experiments
- (D) all of the above

2. Which of the following types of investigation would you use to determine how much snow is received in a given month?

- (F) observation
- (G) collecting specimens
- (H) doing experiments
- (J) all of the above

3. Which of the following types of investigation would you use to determine what types of fossils are contained in rocks in your area?

- (A) observation
- (B) collecting specimens
- (C) doing experiments
- (D) all of the above

4. Which of the following would you use to determine plants native to your area?

- (F) observation
- (G) collecting specimens
- (H) doing experiments
- (J) all of the above

5. A person who studies stars, planets, and space is a(n) \_\_\_\_\_ .

- (A) astronomer
- (B) seismologist
- (C) zoologist
- (D) geologist

6. A person who studies water and its properties is a \_\_\_\_\_ .

- (F) seismologist
- (G) zoologist
- (H) geneticist
- (J) hydrologist

7. A person who studies animals is a \_\_\_\_\_ .

- (A) geneticist
- (B) paleontologist
- (C) zoologist
- (D) geologist

8. A person who studies earthquakes is a(n) \_\_\_\_\_ .

- (F) seismologist
- (G) hydrologist
- (H) paleontologist
- (J) astronomer



# Final Science Test

For pages 114–131

**DIRECTIONS:** Choose the best answer.

1. Jan read an article about how the dinosaurs became extinct. It said that most scientists agreed that at some time in the past a huge asteroid had hit Earth. This caused certain environmental changes that made it difficult for dinosaurs to survive. Scientists have several hypotheses about how the asteroid killed off the dinosaurs. Which of the following seems most likely?

- (A) It caused an ice age.
- (B) It caused fires that destroyed food dinosaurs needed to survive.
- (C) It caused “space sickness.”
- (D) It turned the dinosaurs to stone.

2. Which of the following types of investigation would you use to determine the effects of sunlight versus artificial light on plants?

- (F) observation
- (G) collecting specimens
- (H) doing experiments
- (J) all of the above

3. What does an astronomer study?

- (A) plants
- (B) stars, planets, and space
- (C) fossils and rocks
- (D) cells

4. A person who studies microscopic plants and animals is a \_\_\_\_\_.

- (F) geologist
- (G) hydrologist
- (H) zoologist
- (J) microbiologist

5. When water melts from an ice cube, it is an example of a physical change. The water changes from a \_\_\_\_\_.

- (A) solid to a gas
- (B) liquid to a vapor
- (C) solid to a liquid
- (D) liquid to a solid

6. How can you change matter from one state to another?

- (F) by changing its container
- (G) by adding or removing heat
- (H) by dividing it in half
- (J) by changing its volume

7. In a battery, chemical energy changes to \_\_\_\_\_.

- (A) electrical energy
- (B) solar energy
- (C) heat energy
- (D) light energy

8. \_\_\_\_\_ is the measure of heat or thermal energy.

- (F) Mass
- (G) Density
- (H) Temperature
- (D) Force

9. Motion that can change at any time is called \_\_\_\_\_ motion.

- (A) constant
- (B) variable
- (C) periodic
- (D) sudden



10. A palm tree is an example of a \_\_\_\_\_ .

- (F) producer
- (G) consumer
- (H) decomposer
- (J) community

11. A decomposer is an organism that \_\_\_\_\_ .

- (A) lives by feeding on other organisms
- (B) feeds on the remains of other organisms
- (C) makes its own food
- (D) none of the above

12. What is made up of all living organisms in an area?

- (F) niche
- (G) habitat
- (H) community
- (J) ecosystem

13. Which of the following is likely to have a shorter life span if rainfall decreases?

- (A) cactus
- (B) camel
- (C) whale
- (D) fern

14. A trait or ability that helps an organism survive in its environment is called a(n) \_\_\_\_\_ .

- (F) response
- (G) adaptation
- (H) ecosystem
- (D) organization

15. Study the chart below. What will the moon phase probably be on March 26?

Date	Moon Phase
December 29	Full moon
January 5	Last quarter
January 11	New moon
January 19	First quarter
January 27	Full moon
February 3	Last quarter
February 10	New moon
February 18	First quarter
February 26	Full moon

- (A) full moon
- (B) last quarter
- (C) new moon
- (D) first quarter

16. How long does it take for Earth to revolve around the sun?

- (F) one day
- (G) one week
- (H) one month
- (J) one year

17. Study the table below. Predict which season the southern hemisphere will have during the month of September.

Month	Northern Hemisphere	Southern Hemisphere
December	Winter	Summer
March	Spring	Autumn
June	Summer	Winter
September	Autumn	?

- (A) Autumn
- (B) Winter
- (C) Summer
- (D) Spring



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December	Winter	Summer
March	Spring	Autumn
June	Summer	Winter
September	Autumn	?

- (A) Autumn
- (B) Winter
- (C) Summer
- (D) Spring



18. Which of the following is not part of the water cycle?

- (F) evaporation
- (G) condensation
- (H) precipitation
- (J) respiration

19. Which of the following is a form of precipitation?

- (A) rain
- (B) snow
- (C) sleet
- (D) all of the above

20. What does a barometer measure?

- (F) wind speed
- (G) temperature
- (H) air pressure
- (J) wind direction

21. On a weather map, a red line with semicircles indicates \_\_\_\_\_.

- (A) a cold front
- (B) a warm front
- (C) low air pressure
- (D) high air pressure

22. A weather front passed through the state of Georgia today. Low-pressure air moved off to the east and was replaced by high-pressure air from the west. What kind of weather is most likely to occur in Georgia tomorrow?

- (F) thunderstorms
- (G) clear, cooler, and sunny
- (H) warmer and mostly cloudy
- (J) snow

23. Liquid rock found inside volcanoes is known as \_\_\_\_\_.

- (A) magma
- (B) fossil
- (C) igneous rock
- (D) ash

24. Which of the following would you use to record the speed of various falling objects?

- (F) a clock with minute and hour hands
- (G) an anemometer
- (H) a stopwatch
- (J) an hourglass

25. What is represented in the food pyramid diagram in addition to the food groups?

- (A) learning
- (B) physical activity
- (C) sleep
- (D) calories

26. The width of the stripes in the food pyramid diagram represent which of the following?

- (F) the number of calories in the food groups
- (G) the number of daily servings you should eat from the food groups
- (H) the variety of foods within the food groups
- (J) the widths have no meaning

27. Isaac Newton is known for \_\_\_\_\_.

- (A) developing theories that Earth is a moving planet
- (B) researching radioactivity
- (C) developing theories of evolution
- (D) developing laws of motion and gravity



# Final Science Test

## Answer Sheet

---

- 1 (A) (B) (C) (D)
- 2 (F) (G) (H) (J)
- 3 (A) (B) (C) (D)
- 4 (F) (G) (H) (J)
- 5 (A) (B) (C) (D)
- 6 (F) (G) (H) (J)
- 7 (A) (B) (C) (D)
- 8 (F) (G) (H) (J)
- 9 (A) (B) (C) (D)
- 10 (F) (G) (H) (J)
  
- 11 (A) (B) (C) (D)
- 12 (F) (G) (H) (J)
- 13 (A) (B) (C) (D)
- 14 (F) (G) (H) (J)
- 15 (A) (B) (C) (D)
- 16 (F) (G) (H) (J)
- 17 (A) (B) (C) (D)
- 18 (F) (G) (H) (J)
- 19 (A) (B) (C) (D)
- 20 (F) (G) (H) (J)
  
- 21 (A) (B) (C) (D)
- 22 (F) (G) (H) (J)
- 23 (A) (B) (C) (D)
- 24 (F) (G) (H) (J)
- 25 (A) (B) (C) (D)
- 26 (F) (G) (H) (J)
- 27 (A) (B) (C) (D)

# Answer Key

## Page 9

1. fiction
2. a problem
3. the mother
4. *Mom to the Rescue*
5. A

## Page 10

1. B
2. H
3. D
4. Students should explain which words or phrases in the story helped them figure out the setting. For example, after they started going down the hill so fast; twist, a loop, fast turns, everyone screamed in delight

## Page 11

1. Students should mention the origin of the telegraph.
2. Students should cite details from the reading selection, such as Morse's inspiration on the ship and the stages of development of his invention (1835, 1844, and 1849).
3. C
4. H

## Pages 12–13

1. C
2. The passage is about Jacqueline Cochran's life.
3. J
4. The story is about an animal and has a moral.
5. B
6. The passage is set up in lines and has rhyming words.

## Page 14

1. Answers will vary. The narrator likes the family tradition, but some students might say that the narrator hints that he or she might like more of his or her own gifts.
2. Maggie hugged her stuffed animal and looked at the narrator.
3. because it is not like a traditional birthday
4. Yes, because the narrator seems to enjoy the happiness the tradition brings to others.

## Page 15

1. D
2. G
3. A
4. G

## Page 16

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

## Page 17

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

## Page 18 Mini-Test 1

1. C
2. G
3. C
4. G

## Page 19

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

## Page 20

1. S
2. F
3. S
4. F
5. F
6. S
7. S
8. S
9. F
10. S
11. B
12. J
13. and

14. but
15. or
16. but
17. and
18. but
19. or

## Page 21

1. DE
2. DE
3. IN
4. EX
5. IM
6. DE
7. IM
8. IN
9. EX
10. DE
11. IN
12. IM
13. DE
14. EX
15. IN
16. IM

## Page 22

1. C
2. F
3. Answers will vary. Students should note that the outline gives Kyle a plan to follow for his report. He can use the outline to organize his information in a logical order. It will help make it easier to write his drafts.

## Page 23

1. Hannah's family car has broken down in the middle of the desert.

2. Answers will vary but students should give two possible endings to the story.
3. Answers will vary, but students should list sights, sounds, and feelings that someone would experience in this situation. Example: very little sound, miles and miles of sand, getting hot and hungry, and perhaps fear.
4. Students should write an ending to this story.

#### Page 24

1. Answers will vary. Students should list the title of a book or movie they enjoyed.
2. Students should give reasons why others might enjoy reading the book or seeing the movie.
3. Students should cite parts of the book or movie that support their answers to question 2.
4. Students should write a short essay to persuade others to read the book or see the movie. They should present reasons why they enjoyed reading or seeing it and cite examples from the book or movie to support their reasons.

#### Page 25

Answers will vary, but students' paragraphs should explain an activity using a logical order of directions and sufficient detail.

#### Page 26

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

#### Page 27

1. Tyson began singing "The Star-Spangled Banner."
2. Joe read an article about Canadian geese in a magazine.
3. We sold school supplies to help raise money for the Red Cross.
4. "I'm really glad you are here," Abby said.
5. D
6. H
7. A
8. G

#### Page 28

1. a snowstorm
2. the night
3. mice
4. ice
5. kite

Answers will vary for 6–10. Some examples are:

6. a lunch as cold as ice
7. a friend like a sister

8. a coat as warm as a soft blanket
9. a winter day like a beautiful painting
10. with a smile that sparkled like sunshine

#### Page 29 Mini-Test 2

1. C
2. H
3. D
4. H
5. B
6. Horses can walk, trot, and gallop.
7. D
8. H
9. B

#### Page 30

1. Bats use echolocation to help them fly at night because they do not see well.
2. Students should note that breaking down the words into parts helps the reader to understand its meaning and how echolocation works.
3. Students should write two questions they have based on the passage.
4. Some possible resources include the library, Internet, and encyclopedias.

#### Page 31

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

#### Page 32

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

#### Page 33 Mini-Test 3

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

#### Page 34

1. f
2. a
3. c
4. h
5. g
6. d
7. e
8. b
9. b
10. d
11. a
12. c

#### Page 35

1. Students should list the book title.
2. Students should identify the genre.
3. Students should provide a summary of what the book is about.
4. Students should explain what their favorite part of the book is and why.
5. Students should explain what their least favorite part of the book is and why.



6. Students should critique how the author did in writing the book and explain their responses.
7. Students should share their book review with their friend and note how their answers were the same or different and why.

### Page 36

Students' answers should tell about a personal experience and include details and feelings. It should have a beginning, middle, and end.

### Page 37 Mini-Test 4

1. B
2. H
3. A
4. J
5. D
6. Students' answers should tell about their experiences and include details and feelings.

### Pages 40–42 Final English Language

#### Arts Test

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

16. F
17. B
18. F
19. C
20. G
21. C
22. G
23. A
24. F
25. B
26. J
27. B

### Page 45

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

### Page 46

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

### Page 47

1. B
2. G
3. D
4. F
5. A
6. H
7. C
8. 3: 21, 27, 30  
4: 20, 24, 36  
G
9. 6: 42, 48, 66  
9: 18, 45, 54, 72  
A

### Page 48

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

### Page 49

1. 481
2. 786
3. 691
4. 884
5. 185
6. 190
7. 126
8. 173
9. 69
10. 16
11. 19
12. 27
13. 184
14. 264
15. 187
16. 565

### Page 50

1. 7, 9; +2
2. 60, 40, 30; -10
3. 29, 36, 43; +7
4. 27, 24, 21, 18; -3
5. 70, 55, 40, 25; -15
6. 37, 28, 19, 10; -9
7. 41, 49, 57, 65; +8
8. 90, 72, 66, 60; -6
9. 77, 55, 33, 22; -11
10. 48, 60, 72, 84; +12
11. 50, 57, 64
12. 54, 48, 42

### Page 51

1. variable:  $n$  (or any other letter)  
sentence:  
 $3 + n = 9$   
solution:  $n = 6$
2. variable:  $p$  (or any other letter)  
sentence:  
 $4 + p = 13$   
solution:  $p = 9$
3. variable:  $b$  (or any other letter)  
sentence:  
 $314 \times 500 = b$   
solution:  
 $b = \$157,000$
4. variable:  $k$  (or any other letter)  
sentence:  
 $7 - 5 = k$   
solution:  $k = 2$

### Page 52

1. C
2. A
3. C
4. A
5. C
6. C
7.  $3 \times 4$
8.  $5 + 6 + 8$  or  $8 + 6 + 5$
9.  $(7 \times 4) \times 3$  or  $4 \times (7 \times 3)$
10.  $(4 \times 3) \times 7$  or  $(3 \times 4) \times 7$  or  $7 \times (3 \times 4)$
11.  $8 + (4 + 2)$  or  $(8 + 2) + 4$
12.  $2 + (8 + 4)$  or  $2 + (4 + 8)$  or  $(4 + 8) + 2$

### Page 53

1. 14
2. 29
3. Thursday
4. 100
5. Friday

### Page 54

1. C
2. G
3. D
4. H

### Page 55 Mini-Test 1

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

### Page 56

1. parallelogram
2. rectangle
3. trapezoid
4. quadrilateral
5. square
6. parallelogram
7. quadrilateral
8. trapezoid
9. parallelogram

10. rectangle
11. trapezoid
12. trapezoid

**Page 57**

1. B
2. F
3. C
4. F
5. B
6. H

**Page 58**

1. boat
2. picnic basket
3. acorn
4. frog
5. butterfly
6. fish
7. worm
8. lily pad
9. flower
10. bird
11. leaf
12. rock
- 13–16. Check students' placement of items on graph.

**Page 59**

1. C
2. J
3. C
4. J

**Page 60**

Drawings will vary.

**Page 61**

1. b
2. a
3. d
4. e
5. c
6. c
7. e
8. a
9. d
10. b
11. d
12. c
13. a
14. b

**Page 62**

1. 21 feet
2. 2 feet
3. 2 yards
4. 52,800 feet
5. 5 feet
6. 32 quarts
7. 56 pints
8. 20 cups
9. 9 pints
10. 12 teaspoons
11. 6 gallons
12. 16 fluid ounces
13. 3 tablespoons
14. 32 tablespoons
15. 32 oz.
16. 10 lbs.
17. 240 oz.
18. 2 t.
19. 12,000 lbs.
20. 4 lbs.

**Page 63**

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

**Page 64**

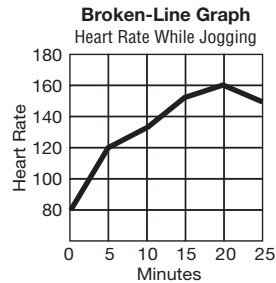
1. height = 4,  
length = 4,  
width = 1,  
16 cubic units
2. height = 2,  
length = 3,  
width = 4,  
24 cubic units
3. height = 3,  
length = 3,  
width = 2,  
18 cubic units
4. height = 3,  
length = 2,  
width = 2,  
12 cubic units
5. height = 2,  
length = 5,  
width = 2,  
20 cubic units

**Page 65 Mini-Test 2**

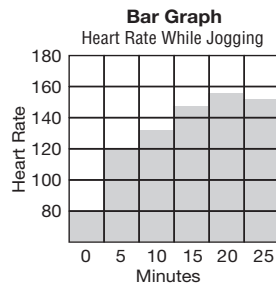
1. B
2. F
3. B
4. F
5. B
6. J
7. C
8. G
9. A

**Page 66**

1.



2.



3. 20 minutes
4. from 0 to 5 minutes
5. from 15 to 20 minutes
6. from 20 to 25 minutes

**Page 67**

1. D
2. G
3. A

**Page 68**

1. Answers will vary. Possible answer: 10 times for each number
2. Answers will vary. Possible answer: 30 times

3. Answers will vary. Possible answer: 30 times
- 4–9. Students should record their actual results.
10. Students should compare their results to the expected results.

**Page 69**

1. unlikely
2. unlikely
3. impossible
4. likely
5. likely
6. likely
7. likely
8. impossible
9. impossible
10. unlikely
11. certain
12. certain
13. impossible
14. impossible

**Page 70**

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

**Page 71**

1. D
2. H
3. B
4. G
5. A
6.  $25 + 13 = 38$
7. H
8.  $47.82 - 25 = 22.82$

**Page 72**

- Students should describe how they solved each problem. Answers are:
1. 159 calories
  2.  $\frac{5}{8}$

3. 3 balloons
4. 23 cars
5. \$15.00
6. \$1.79

### Page 73

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

### Page 74 Mini-Test 3

1. D
2. H
3. C
4. G
5. C
6. G
7.  $175 - 161 = 14$   
or  $2 \times 7 = 14$

### Pages 76–78 Final Mathematics Test

1. C
2. J
3. A
4. J
5. D
6. J
7. C
8. F
9. B
10. H
11. B
12. H
13. B
14. H
15. B
16. J
17. A
18. G
19. A
20. H
21. B
22. F
23. B
24. G
25. C
26. H

### Page 81

1. D
2. F
3. C
4. G
5. Answers will vary. One possible answer: American society highly values expressions of patriotism and love of country.

### Page 82

1. C
2. Answers will vary. Students may state that a similarity is that many children today have chores or responsibilities at home. A difference might be that most American children today attend school.
3. J
4. C

### Page 83

1. B
2. J
3. D
4. J
5. A

### Page 84

1. Jonathan Smith; he is pleased with the Constitution, and thus approves of it.
2. Amos Singletary; he believes the wealthy will gain power under the Constitution and thus is against it.

### Page 85

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

### Page 86

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

### Page 87

1. Each one shows a change in the moon or seasons, which occurs in patterns.
2. It is important to help understand and predict future events.
3. Students should describe changes that take place from one season to the next in the regions in which they live.
4. Answers will vary. One possible answer: Planning outdoor events would be nearly impossible if weather patterns were not somewhat predictable.

### Page 88 Mini-Test 1

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

### Page 89

1. Answers will vary. Students should describe their community, including as many details as possible.
2. Answers will vary. Students should describe their home, including as many details as possible.

### Page 90

Answers will vary. Students should identify two groups that they are a part of and describe how each group has affected the way they live or act.

### Pages 91–92

1. B
2. H
3. A
4. H
5. D
6. G
7. A
8. They fought the hijackers and prevented the plane from crashing into another building, probably saving hundreds of lives.
9. Answers will vary. One possible answer: Schools helped explain the situation to America's children and gave them a place to talk about what was going on.

### Page 93 Mini-Test 2

1. Answers will vary. Students should describe in detail one of the members of their family.

2. Answers will vary. Students should describe one thing they have learned about how to act or live from that family member.

3. D  
4. G  
5. C

---

**Page 94**

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

---

**Page 95**

1. C  
2. G  
3. C  
4. J  
5. B  
6. G

---

**Page 96**

1. C  
2. J  
3. C  
4. F  
5. B

---

**Page 97**

1. C  
2. H  
3. A  
4. G  
5. A  
6. J  
7. Answers will vary. One possible answer: People wanted to purchase the generators because they needed another source for their electricity. They

were willing to pay a higher price since their normal source of electricity was unavailable.

---

**Page 98**

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

---

**Page 99**

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

---

**Page 100 Mini-Test 3**

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

---

**Pages 101–102**

1. A  
2. G  
3. D  
4. H  
5. A  
6. Answers will vary. One possible answer: Crops may be able to be grown in what were once cooler areas. Other areas may experience draught. Some areas may not be able to grow enough food to feed those living there.

7. Answers will vary. One possible answer: The student will contribute more to global warming by using more machines, such as computers, microwaves, cars, etc. These machines in turn use energy that contributes to greenhouse gases. The mother may raise livestock that emit methane gas, but this probably has a smaller impact.

8. Answers will vary. Students might list walking or riding a bike instead of riding in a car, recycling to avoid placing more items in a landfill, turning off appliances such as computers, TVs, and lamps when not in use, dressing more warmly and turning the heat down at home, and waiting to do laundry until a full load is available.

---

**Page 103**

1. C  
2. J  
3. Answers will vary. One possible answer: Voters have a responsibility to understand the issues and know where the candidates stand on them before voting.

4. Answers will vary. One possible answer: It benefits the accused by ensuring that he or she receives a fair trial.
5. Students' responses will vary. They should rank the rights shown from most to least important to them personally, then explain their rankings.

---

**Page 104**

Students' paragraphs will vary but should describe how the rights to life, liberty, and the pursuit of happiness are applicable to people's lives today.

---

**Page 105 Mini-Test 4**

1. C  
2. J  
3. B  
4. H  
5. Answers will vary. One possible answer: William has the right to free speech, which Jane did not respect by trying to stop his actions. William respected others' views by not forcing his booklet onto them if they were not interested.

---

**Pages 108–110 Final Social Studies Test**

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

8. F
9. B
10. J
11. B
12. H
13. A
14. J
15. D
16. G
17. C
18. G
19. D
20. H
21. C
22. J
23. B
24. J
25. C
26. G

---

**Page 114**

1. Yes. The passage confirms that *hydro* refers to water, so *hydropower* refers to power that comes from water.
2. A
3. J
4. A

---

**Page 115**

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

---

**Page 116**

Students should mention that Terry did his second experiment a month later, in September, which meant the plants received less sunlight than the ones in the first experiment. He may have forgotten to take this factor into account when repeating his study.

---

**Page 117 Mini-Test 1**

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

---

**Page 118**

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

---

**Page 119**

1. P
2. V
3. C
4. P
5. C
6. V
7. P
8. C
9. V
10. P

---

**Page 120**

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

---

**Page 121**

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

---

**Page 122**

1. D
2. G
3. A
4. G
5. Answers will vary. One possible answer: Most of the desert plants and animals, such as cacti and reptiles, might die because they are accustomed to warmer temperatures.
6. Answers will vary. One possible answer: Animals and plants that are used to cooler temperatures might thrive. These organisms might have trouble finding food if their usual sources die off in the colder environment.
7. Only the most heat-resistant plants and animals would survive. Forests might be replaced by deserts.

---

**Page 123**

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

---

**Page 124**

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

---

**Page 125**

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

---

**Page 126**

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

---

**Page 127 Mini-Test 2**

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

---

**Page 128**

1. B
2. G
3. A
4. F
5. A
6. Answers will vary. One possible answer: A scientist may communicate findings to other scientists via a computer e-mail message.
7. Answers will vary. One possible answer: Heart monitors have allowed doctors to keep better track of their patients' health.

---

**Page 129**

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

---

**Page 130**

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

---

**Page 131 Mini-Test 3**

1. D
2. F
3. B
4. J
5. B
6. H
7. B
8. J
9. B
10. F

---

**Pages 133–135 Final  
Science Test**

1. A
2. H
3. B
4. J
5. C
6. G
7. A
8. H
9. B
10. F
11. B
12. H
13. D
14. G
15. A
16. J
17. D
18. J
19. D
20. H
21. B

22. G
23. A
24. H
25. B
26. G
27. D