

Digital Learning - Reading & Writing - Week 2

Directions: Complete the task for each day of the week. These assignments are from our test prep unit and will prepare your child for the Milestones. If any task for the day does not take 40 minutes, complete the remainder of your time on I-Ready Reading.

IMPORTANT: Students should answer each day's Writing responses on a sheet of paper and turn them in for a classwork grade when they return to school.

Monday

Reading- Using the fiction passage, read it with your child, assisting them as needed. Have them answer the multiple-choice questions.

Writing- Using the same passage, write a response to the text, using the instructions below.

1. Name a story element that is highlighted in the story.
2. Explain how this part fits with other parts of the story.
3. Use words like tension, resolution, setting, or other words that show what you know about story elements or narrative craft.

Tuesday

Reading- Using the fiction passage, have you child read the passage independently. Have them answer the multiple-choice questions.

Writing- Using the same passage, write a response to the text, using the instructions below.

1. Identify a theme that seems important in the story, and explain which details best develop that theme.
2. Write about how a theme comes through in different parts of a story.
3. Discuss parts from early and late in the story that show this theme.
4. Explain how those parts from across the story support this theme.

Wednesday

Reading- Using the nonfiction passage, read it with your child, assisting them as needed. Have them answer the multiple-choice questions.

Writing- Using the same passage, write a response to the text, using the instructions below.

1. Name the point of view. (Is it a firsthand or secondhand account.)
2. Write about how the point of view affects how information is presented.

Thursday

Reading- Using the nonfiction passage, read it with your child, assisting them as needed. Have them answer the multiple-choice questions.

Writing- Using Wednesday and Thursday's passages, write a response to the texts, using the instructions below.

1. Both texts teach about an important subtopic- gadgets. Explain briefly what these texts about gadgets.
2. Focus on the subtopic.
3. Include information from each text that fits with this subtopic.
4. Organize information into categories.

Friday

Marathon reading- Have your student read continuously for 40 minutes with a book of their choice.

Nombre: _____ Fecha: _____ # _____

Aprendizaje digital - Lectura y Escritura - Semana 2

Instrucciones: Complete la tarea para cada día de la semana. Estas tareas son de nuestra unidad de preparación para exámenes y prepararán a su hijo para GMAS. Si alguna tarea del día no toma 40 minutos, complete el resto de su tiempo en I-Ready Reading.

IMPORTANTE: los estudiantes deben responder las respuestas de escritura de cada día en una hoja de papel y entregarlas para una calificación de trabajo de clase cuando regresen a la escuela.

Lunes

Lectura- Utilizando el pasaje de ficción, léalo con su hijo y ayúdelo según sea necesario. Haga que respondan las preguntas de opción múltiple.

Escritura- Usando el mismo pasaje, escribe una respuesta al texto, usando las instrucciones a continuación.

1. Nombra un elemento de la historia que esté resaltado en la historia.
2. Explica cómo esta parte encaja con otras partes de la historia.
3. Use palabras como tensión, resolución, escenario u otras palabras que muestren lo que sabe sobre los elementos de la historia o el arte narrativo.

Martes

Lectura- Usando el pasaje de ficción, haga que su hijo lea el pasaje independientemente. Haga que respondan las preguntas de opción múltiple.

Escritura- Usando el mismo pasaje, escribe una respuesta al texto, usando las instrucciones a continuación.

1. Identifique un tema que parezca importante en la historia y explique qué detalles desarrollan mejor ese tema.
2. Escribe acerca de cómo aparece un tema en diferentes partes de una historia.
3. Discutir las partes de la historia que muestran este tema.
4. Explicar cómo esas partes de la historia apoyan este tema.

Miércoles

Lectura: con el pasaje de no ficción, léalo con su hijo y ayúdelo según sea necesario. Haga que respondan las preguntas de opción múltiple.

Escritura- Usando el mismo pasaje, escribe una respuesta al texto, usando las instrucciones a continuación.

1. Nombra el punto de vista. (¿La historia se cuenta de primera mano o de segunda mano?)
2. Escriba sobre cómo el punto de vista afecta cómo se presenta la información.

Jueves

Lectura: con el pasaje de no ficción, léalo con su hijo y ayúdelo según sea necesario. Haga que respondan las preguntas de opción múltiple.

Escritura: utilizando los pasajes del miércoles y jueves, escriba una respuesta a los textos, siguiendo las instrucciones que están a continuación.

1. Ambos textos enseñan sobre un subtema importante: los artefactos. Explica brevemente lo que estos textos enseñan sobre artefactos.
2. Centrarse en el subtema.
3. Incluya información de cada texto que se ajuste a este subtema.
4. Organizar la información en categorías

Viernes

Maratón de Lectura: haga que su estudiante lea continuamente durante 40 minutos con un libro de su elección.

Directions

Read this story. Then answer questions 19 through 23.

While on vacation with his parents and digging for dinosaur fossils, Benny makes a surprising discovery—young boys are not the only creatures who lose teeth.

Digging for Dinos

by Charnan Simon

- 1 Digging for dinosaurs was hot work. Benny sat back on his heels and took a long drink from his water bottle. At first, when Mom and Dad had told him they were going on a dinosaur dig for vacation, he'd been excited. He'd bragged to his friends that he'd find the skeleton of a never-before-discovered dinosaur. The *Benosaurus*, they'd probably name it.
- 2 But the real dig wasn't at all what he'd expected. For starters, he wasn't even digging. "No shovels," Dave, the paleontologist in charge, told them. "Any dinosaur bones buried here should be within a couple of feet of the surface. We don't want to risk clunking around and breaking them." Then he'd handed out ice picks and paint brushes and showed everyone how to chip and brush away sand and dirt, slowly and carefully, a little bit at a time.
- 3 "The most important thing is knowing where to look," Dave said. "Some rocks aren't old enough to have dinosaur bones. Other rocks are too old. We've studied this area before and found lots of fossils, so I'm hopeful you'll find some too!"
- 4 Well, that had been two days ago, and so far the most exciting thing Benny had found was that his front tooth was loose. He wiggled it now. If he couldn't find any dinosaur bones, at least he could show his friends back home that he'd lost another tooth.
- 5 Dave crouched beside Benny. "How's it going?" he asked.
- 6 "OK," Benny said. It didn't seem very nice to say that he was bored. "This is pretty slow."
- 7 Dave nodded. "Yep," he agreed. "It's hard work. Sometimes paleontologists and fossil hunters look for weeks without finding anything. And we hardly ever find a whole skeleton." He added, "You know, Ben, if you're tired of searching, you can always help someone else on the crew."

- 8 Benny looked around the dry, rocky hillside. Dave's assistants were busy taking photographs and drawing pictures and making charts. Some were using GPS devices to make maps of the area. Some were writing in notebooks. Dave said it was important to take good field notes, to record exactly what you did and where you were when you looked for fossils.
- 9 Benny thought holding the GPS tool might be fun, but he wasn't giving up. "I'll keep looking," he said. "But," he added, thinking out loud, "the pictures always show dinosaurs in swampy places. Did they live in deserts, too?"
- 10 "Ahh," said Dave. "Some probably did, but not around here. Millions of years ago, this wasn't desert. It was wet and green and lush. The Earth's changed a lot since the time of the dinosaurs." Dave slapped Benny on the back and got to his feet. "Keep up the good work, Ben," he said encouragingly. "I think today will be your lucky day!"
- 11 Pick, chip, brush, and sweep. Benny bent over his patch of rocky ground and carefully cleared away the sand and gravel. When he needed a break, he wiggled his loose tooth. The sun climbed higher and hotter into the sky. He was getting into the rhythm of things. Either that, or the heat was just making him drowsy.
- 12 And then it happened. "My tooth!" Benny said, surprised. He stared down at the dirt.
- 13 "MY TOOTH!" Benny whooped. "My dinosaur tooth! I found a real, live dinosaur tooth!"
- 14 Dave hurried over to look, careful not to disturb the ground in front of Benny's find. "Well, I'll be!" he said. "It's a tooth all right!"
- 15 "What kind is it?" Benny asked excitedly. "Is it *T. rex*? *Apatosaurus*? *Triceratops*?"
- 16 Dave laughed, but he kept studying the fossil in the ground. "Well, Ben," he finally said, "I've seen a lot of dinosaur teeth, but this one's different. I think you may have found one we haven't seen before. Good job!"

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19 Based on paragraphs 2 and 7, a "paleontologist" is a person who **mainly**

- A digs deep in the ground
- B studies ancient animal bones
- C leads a big team
- D finds complete animal skeletons

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20 Read this sentence from paragraph 7.

He added, "You know, Ben, if you're tired of searching, you can always help someone else on the crew."

What does this show about Dave?

- A He is concerned that Ben may be feeling unhappy.
- B He hopes that Ben will work harder than he has been.
- C He needs Ben to work with some of the others in the group.
- D He is worried that Ben will become careless with the tools.



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21 Paragraphs 9 through 11 show that Benny

- A knows about changes that took place over time
- B prefers working in cooler weather
- C enjoys thinking out loud
- D continues to work hard

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22 Which paragraph shows a change in Benny's feelings?

- A paragraph 4
- B paragraph 8
- C paragraph 9
- D paragraph 12



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23 How is the dig different from what Benny thought it would be?

- A** Benny uses brushes rather than shovels.
- B** Benny did not expect the land to be so hilly.
- C** Benny did not expect to find so many workers.
- D** Benny has to help the assistants.



Directions

Read this story. Then answer questions 1 and 6.

Secrets Are Hard to Keep

by Saviour Pirotta

- 1 One day, as Niel was strolling down the road, he spotted a snake trapped between two rocks. Niel hated seeing a creature in trouble. He pulled apart the rocks carefully so that the snake could slither away.
- 2 "I owe you a reward," said the snake. "Hold out your hand." And the snake dropped a snake tooth into his palm.
- 3 "Wear it around your neck," he whispered, "and you'll understand everything that animals say. But if you reveal your secret, the charm won't work anymore."
- 4 "I won't tell anyone," Niel assured him.
- 5 The snake flicked out his tongue. "Beware! Secrets are hard to keep, my friend."
- 6 That night, lying on the cot next to his wife, Niel heard mice scurrying across the floor.
- 7 "Will we find any injera bread in this hut, I wonder?" one mouse squeaked at another. injera bread = a type of flatbread
- 8 Niel sat up in surprise, clasping his charm. He could understand the mouse's squeaking.
- 9 "The people in this house never put food away correctly," replied the second mouse. "We are going to feast like emperors."
- 10 Niel couldn't help laughing. The poor mice would be disappointed. He and his wife had eaten everything.
- 11 "Why are you laughing, Niel?" asked his wife.
- 12 "I can't tell you," replied Niel, remembering the snake's warning.
- 13 In the morning, a milk seller knocked on the door of the hut.

- 14 "I hope that these people aren't foolish enough to part with their money," Niel heard one cat say to another. "The master has watered down the milk."
- 15 Niel laughed out loud again. Being able to understand animals seemed to have a lot of benefits.
- 16 "What's the big joke?" asked his wife. "Why can't you tell me?"
- 17 "I have my reasons," answered Niel. And he refused to say anything else.
- 18 Later that afternoon, Niel's old aunt came to visit, riding on her big cow.
- 19 "It's not fair, that woman riding on me in this heat," the cow complained to a stray cat. "She's heavier than a cartload of mangoes."
- 20 Niel tried hard not to giggle. Aunt Sora would be furious if she found out what the big cow was saying about her!
- 21 "I've had enough!" fumed his wife. "If you don't tell me what's making you laugh, I'm going home to my parents."
- 22 Niel didn't want to lose his wife—he loved her too much. He told her his secret immediately, but his wife didn't believe him.
- 23 Niel gave her the charm. "Here, you try it."
- 24 But the charm had stopped working. Niel's wife couldn't understand what the animals were saying, and when he put the charm around his neck again, neither could Niel. The fun was over!
- 25 A few days later, Niel was resting under the mango tree when the snake slithered past.
- 26 "I see that you have revealed your secret, my friend."
- 27 "I did it for my wife," said Niel ruefully.
- 28 "True love should be rewarded," said the snake. "Put out your hand again."
- 29 The snake gave Niel a feather. "Wear it around your neck," he said, "and you will be able to understand everything that the birds say. But do not reveal the secret to anyone, or the charm will stop working."
- 30 "I've learned my lesson," said Niel. "Nothing on this earth will make me tell again."
- 31 The snake rattled his tail and laughed. "I told you that secrets are hard to keep, my friend. We'll see how long you last this time."

1 Read paragraphs 3 and 4 from the story.

“Wear it around your neck,” he whispered, “and you’ll understand everything that animals say. But if you reveal your secret, the charm won’t work anymore.”

“I won’t tell anyone,” Niel assured him.

Which word from paragraph 3 or 4 **best** helps the reader understand the meaning of the word “reveal”?

- A** whispered
- B** understand
- C** tell
- D** assured

Key: C

CCLS: RL.3.4:

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Percentage of Students Statewide Who Answered Correctly: 78%

2 Why does Niel clasp his charm in paragraph 8?

- A** He was afraid he would lose the charm.
- B** He could understand what the mouse was saying.
- C** He wanted to make sure the charm was still working.
- D** He could understand how the snake felt about secrets.

Key: B

CCLS: RL.3.1:

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Percentage of Students Statewide Who Answered Correctly: 80%

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3 How does Niel add to the problem in this story?

- A** He invites his aunt to come visit.
- B** He laughs at what the animals say.
- C** He gives the snake tooth to his wife.
- D** He helps eat all the food in the house.

Key: B

CCLS: RL.3.3:

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Percentage of Students Statewide Who Answered Correctly: 49%

132030123_1

4 Which paragraph **best** explains the powers the charm has?

- A** paragraph 3
- B** paragraph 5
- C** paragraph 28
- D** paragraph 30

Key: A

CCLS: RL.3.1:

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Percentage of Students Statewide Who Answered Correctly: 83%

5 Read paragraph 31 from the story.

The snake rattled his tail and laughed. "I told you that secrets are hard to keep, my friend. We'll see how long you last this time."

Why does the snake say this to Niel?

- A** The snake thinks the secret is funny.
- B** The snake thinks Niel will tell someone the secret.
- C** The snake thinks the wife will figure out the secret.
- D** The snake thinks his friendship with Niel is more valuable than secrets.

Key: B

CCLS: RL.3.1:

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Percentage of Students Statewide Who Answered Correctly: 70%

6 Which statement **best** describes a lesson learned from this story?

- A** Secrets can often be entertaining.
- B** Secrets are not very useful.
- C** Rewards should not be taken for granted.
- D** Rewards can be more trouble than they are worth.

Key: D

CCLS: RL.3.2:

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Percentage of Students Statewide Who Answered Correctly: 48%

Directions

Read this article. Then answer questions 43 through 49.

May I Help You?

by Jill Lederman

1 Don't think robots are a part of your life? Think again! They're in more places than you might know. In factories, robots put together everything from toys to cars. Some homes have robots that vacuum floors or mow the lawn. And more robots are soon to come. Experts predict that by 2025 we could have robots in every household!

2 Featured here are robots that have made news lately for the innovative ways they help people at home or at work. You might be living or working with one of them one day!

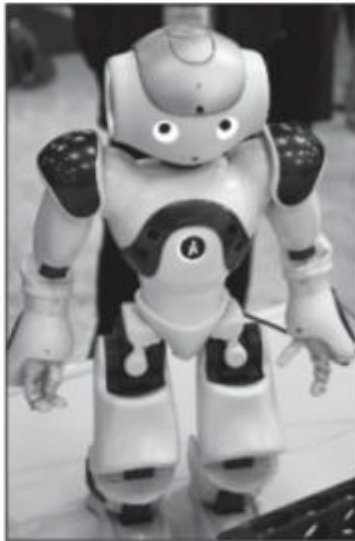
Like a Human

3 Robots don't expect any thanks for all the work they do for us. After all, they don't have feelings. But that may be changing with Nexi, a robot created by scientists at the Massachusetts Institute of Technology (MIT). Nexi can move its face to show anger, happiness, or sadness. It can also raise its eyebrows to show surprise.

4 Humans can communicate using facial expressions. That's why researchers want Nexi to use them too. "Facial and body expressions help to develop trust and understanding between a person and robot," explains robotics researcher Sonia Chernova. She helped develop Nexi at MIT.

5 Nexi was designed to work with people in groups. People will be better able to work on a team with Nexi if it can communicate like they do.

6 Nexi can also talk, identify human faces, follow a person with its gaze, and pick up small objects.



Nao robot

Household Helpers

7 How would you like a robot to help clean up your toys, or one that plays hide-and-seek with you? Nao (NOW) can be programmed to do both those activities, and more. A two-foot-tall robot, Nao was designed by a company in France to be a helper and companion.

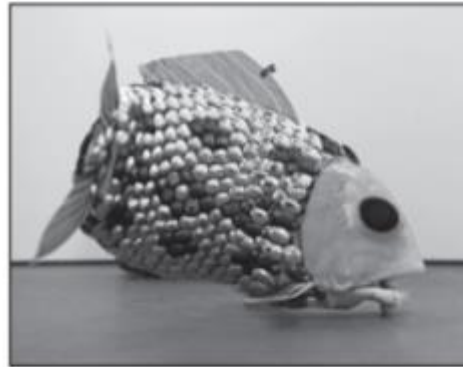
- 8 Nao can talk and walk. It can also remember faces, voices, and places. And it can be programmed to assist with daily tasks, such as checking e-mail. Experts on robotic inventions say that robots like Nao are here to stay. They predict that about 12 million home-service robots will be sold over the next few years. Nao is expected to be available in stores soon.

Robots at Work

- 9 Need a lift out of bed? RIBA, short for "Robot for Interactive Body Assistance," will lend its helpful arms! Some patients at hospitals and nursing homes have a hard time getting in and out of bed. RIBA can gently lift a patient out of bed and help him or her into a wheelchair. The robot can safely pick up and carry people weighing as much as 135 pounds. RIBA's inventors in Japan made RIBA look like a teddy bear to cheer up patients. RIBA can also recognize faces and voices, and respond to spoken commands. Experts say RIBA could be helping nurses at hospitals in as few as five years.

Water Bots

- 10 Robots that work in water—and resemble familiar sea creatures—are making a splash too. One of them is a robotic fish. Researchers at MIT built the robo-fish to swim in water to detect pollution. It can also locate submerged ships or oil and gas pipelines.



Robotic fish

- 11 Other new underwater robots look like clams, manta rays, and lobsters. The two-foot-long robotic lobster has eight legs to crawl along the seafloor. It may one day help the U.S. Navy check for underwater weapons.
- 12 There's even a robotic penguin! Engineers in Germany designed it. Called the AquaPenguin, it uses flippers to paddle and can move in all directions. Real penguins can't swim backward, but AquaPenguin can! Still, AquaPenguin is meant to show just how life-like technology can be.

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43

Why do scientists want to create robots that imitate human facial expressions?

- A to encourage people to buy robots to do their tasks
- B to encourage people to pay more attention to robotic work
- C to help create a better connection between robots and people
- D to help establish a reason for robots and people to work together

Key: C

CCLS: RI.5.1:

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Percentage of Students Statewide Who Answered Correctly: 76%

13209028_1

44

Which evidence **best** supports the idea that robots could be in every household by the year 2025?

- A Robots can perform daily tasks.
- B Robots can work in many places.
- C Robots can show human emotions.
- D Robots can replace human workers.

Key: A

CCLS: RI.5.8:

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Percentage of Students Statewide Who Answered Correctly: 66%

132050034_2

45

Which evidence **best** supports the idea that Nao will be a popular invention?

- A** Nao is able to talk and walk.
- B** Nao has a number of different uses.
- C** Nao is the first robot to pick up toys.
- D** Nao has been praised by robotic experts.

Key: B

CCLS: RI.5.8:

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Percentage of Students Statewide Who Answered Correctly: 62%

132050032_1

46

Based on the article, which statement **best** explains what Nexi, Nao, and RIBA have in common?

- A** They interact and communicate with humans.
- B** They have many possible military applications.
- C** They can perform medical services that pose difficulties to people.
- D** They are designed to imitate human emotions and facial expressions.

Key: A

CCLS: RI.5.3:

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Percentage of Students Statewide Who Answered Correctly: 70%

132050036_3

47 What does the expression "making a splash" (paragraph 10) mean?

- A** getting soaked
- B** swimming along
- C** creating excitement
- D** cleaning up

Key: C

CCLS: L.5.4.a:

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

Percentage of Students Statewide Who Answered Correctly: 60%

132090025_4

48 Which detail **best** shows that robots can perform tasks that are difficult for humans?

- A** "They're in more places than you might know." (paragraph 1)
- B** "Some homes have robots that vacuum floors or mow the lawn." (paragraph 1)
- C** "You might be living or working with one of them one day!" (paragraph 2)
- D** "It can also locate submerged ships or oil and gas pipelines." (paragraph 10)

Key: D

CCLS: RI.5.1:

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Percentage of Students Statewide Who Answered Correctly: 72%

49

Which detail would be **most important** to include in a summary of the article?

- A** A robotic penguin was designed by engineers in Germany.
- B** Because Nexi can raise its eyebrows, it can express feelings and emotions.
- C** Nao is a two-foot-tall robot that can be programmed to perform several tasks.
- D** Because some new robots act like humans in many ways, they will work well with people.

Key: D

CCLS: RI.5.2:

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Percentage of Students Statewide Who Answered Correctly: 75%

Directions
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Read this article. Then answer questions 31 through 37.

Pioneer Fun

by Kerrily Sapet

- 1 Can you imagine life without video games or trips to the mall? For pioneer children growing up in the 1800s, the nearest town could be days away by horseback or covered wagon. Trips to the town store were treats for children, as families might only visit them a few times a year. Inside the store, pioneer children glimpsed toys, but none that ran on batteries or electricity.
- 2 Town stores featured candy, jump ropes, marbles, books that were designed to teach children good behavior, china and paper dolls. But even these simple toys were expensive. Most pioneer families had little money for fun and games. Parents needed to spend their hard-earned money on items that they couldn't make themselves, such as tools, nails, and shoes.
- 3 Without store-bought toys, pioneer children made their own fun out of what they had. This could be difficult too, as pioneers wasted nothing. Families used every precious item. They braided small scraps of fabric into rugs, made jelly from apple peels, and wrote with homemade ink created from water and soot. Short on money and supplies, kids used their imaginations, creating toys out of stones, sticks, buttons, cornhusks, wood, broom straws, and scraps of fabric.
- 4 Pioneer children made dolls, simple wooden tops and whirling toys, shaped marbles and beads out of clay, and played counting games. They created their own fun, making stepping stone bridges, sliding on frozen streams, and inventing new games to play. Some of the games they played have been memorized and handed down from generation to generation and are still played today, like hopscotch, jump rope, hide and seek, and "Mother, May I?"
- 5 Today, pioneer crafts and games are just as much fun. Step back in time and try your hand at making these toys from over 100 years ago.

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WHIRLIGIG

Pioneers were definitely handy with a needle and thread, as clothes, blankets, pillows, and most other items were made by hand. Frontier children made this toy if their mother had an extra button. If she didn't, they might have been lucky enough for their father to whittle them a button, and then the same toy was called a buzzsaw.



Stuff You Need

- piece of string twice as long as your arm
- large button with two holes

Make it:

1. Thread the string through the buttonholes. Tie the ends in a knot, forming a loop.
2. Hold each end of the string, so that the button is in the middle.
3. Swing the button in a circle to wind up the string.
4. Pull your hands apart and push them together again. The button will whirl and sing as it swings.



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TIN CAN LANTERN

Pioneers had no electricity so after sunset and before sunrise they used candlelight. To carry candles they used lanterns, which lit the inside of their dark barns and cabins, but protected against fire.



Stuff You Need (Adult help is suggested)

- empty tin can (any size will work, just make sure it doesn't have sharp edges)
- hammer
- different size nails
- 12-inch long piece of wire

Make it:

1. Fill a can with water and place it in the freezer until the water is frozen. The ice will give you a hard surface to hammer against.
2. Draw a pattern on the outside of the tin can.
3. Use the hammer to punch holes in the can with the nails, according to your pattern. The more holes you make, the more the candlelight can shine through.
4. Make two nail holes near the top of the can on opposite sides for stringing a handle.
5. String the wire through the holes at the top. Wrap the ends of the wire around the holes a few times to secure the handle.
6. Place a small candle or tea light on the bottom of your lantern. Watch for the interesting shadows it will create!



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31 Which information **most** contributes to the organization of paragraph 1?

- A the comparison to the toys of today
- B the explanation of the problem of transportation
- C the mention of the cause for only a few trips to town
- D the use of words and numbers that indicate periods of time

12204004.2

32 Which sentence gives the **best** evidence that readers can relate the article to their own lives?

- A "Town stores featured candy, jump ropes, marbles, books that were designed to teach children good behavior, china and paper dolls." (paragraph 2)
- B "Without store-bought toys, pioneer children made their own fun out of what they had." (paragraph 3)
- C "Some of the games they played have been memorized and handed down from generation to generation and are still played today, like hopscotch, jump rope, hide and seek, and 'Mother, May I?'" (paragraph 4)
- D "Step back in time and try your hand at making these toys from over 100 years ago." (paragraph 5)



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122040017.2

33 Which sentence **best** supports a main idea of the article?

- A** "For pioneer children growing up in the 1800s, the nearest town could be days away by horseback or covered wagon." (paragraph 1)
- B** "Most pioneer families had little money for fun and games." (paragraph 2)
- C** "Without store-bought toys, pioneer children made their own fun out of what they had." (paragraph 3)
- D** "Today, pioneer crafts and games are just as much fun." (paragraph 5)

122040018.2

34 In the "Whirligig" instructions, which step relates to positioning an object?

- A** step 1
- B** step 2
- C** step 3
- D** step 4



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35 Step 1 for making a tin can lantern is helpful because

- A nails will not puncture the hard surface created by the ice inside
- B it allows the lantern maker to avoid smashing in the side of the can
- C a hard surface will allow the lantern maker to draw detailed patterns
- D it allows the lantern maker to avoid scratching the surface of the can

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36 Which definition of "secure" **best** matches its use in step 5 of "Tin Can Lantern"?

- A to remove from danger
- B to get for oneself
- C to protect an area
- D to attach firmly

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37 Which object was **most likely** useful for the entire family?

- A** dolls
- B** whirligigs
- C** tin can lanterns
- D** clay marbles and beads

