

HARRIS SCHOOL

SUMMER PACKET

FOR STUDENTS

ENTERING

5TH GRADE

OF THE

2024-2025 SCHOOL YEAR





Southeast Delco School District

Harris School

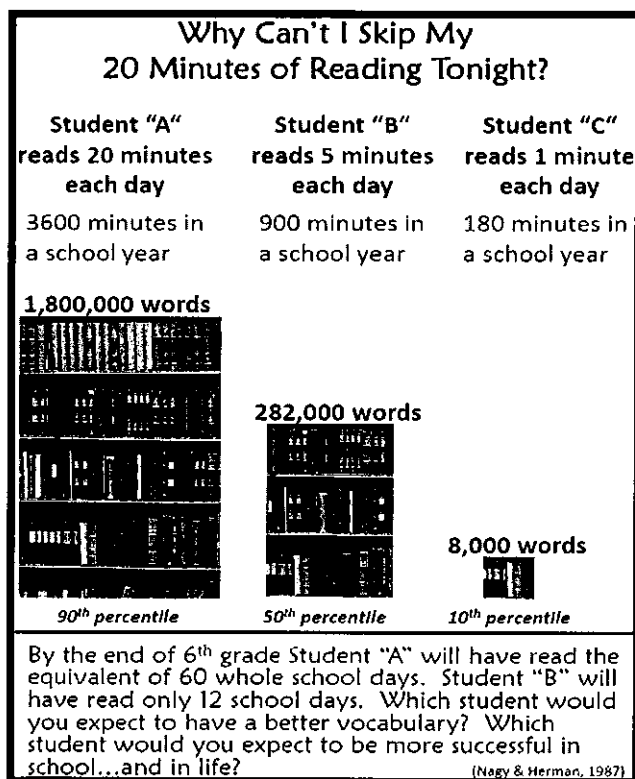
501 Sharon Avenue, Collingdale, PA 19023

(610) 522-4370

Summer 2024

Dear Incoming 5th Grade Parents,

The mission of the Southeast Delco School District is to develop, motivate and inspire all students through a partnership of success. It can be said, without hesitation, that the best way to become a lifelong learner is to continue to have a growth mindset and learn as much as possible!



The 5th grade teachers at Harris want to ensure that every student is encouraged to continue his or her habit of spending time reading each day while enjoying the Summer. Looking at the data to the left, spending just 20 minutes of reading time each day will make a dramatic difference in your child's success in the upcoming school year.

To help, we are providing you with a list of suggested books for incoming 5th graders, reading comprehension questions that you can have your child to complete in a notebook (2 per day), and a daily reading log to help your child keep track of their reading. Completion of the daily log, as well as the comprehension questions, will help in holding your child accountable to reading and writing each day. It will also be a great way to show your child's new teacher all of the reading that he or she enjoyed over the Summer. All your child will need to complete

these activities is a notebook and access to books!

Additionally, the 5th grade teachers at Harris have included a Summer Math Packet.

NASA mathematician Katherine Johnson once said, "I had a very, very interesting childhood, but, oh my, education was the primary focus in our family." Please have your child complete one section each week to keep their math skills sharp for the upcoming school year!

Thank you for being a partner with the Harris School community in encouraging your child to discover the value and enjoyment in reading as well as the importance of math in their daily lives! Please note: These Summer Reading and Math activities are not meant to be a source of stress for families over the Summer. The Harris 5th grade teachers want each incoming student to give their best effort and complete the activities to the best of their ability! Demonstrating effort is paramount! Have a safe and relaxing Summer! We look forward to welcoming your child in September!

The Harris 5th Grade Teachers



5th Grade Summer Reading List



FANTASY & SCI-FI

Pahua and the Soul Stealer by Lori Lee

Area 51 Interns: Alien Summer by James S. Murray and Carsen Smith

Charlie Hernandez and the League of Shadows by Ryan Calejo

Amari and the Night Brothers by B.B. Alston

The Endling: The Last by Katherine Applegate

Masterminds by Gordon Korman

Escape from Atlantis by Kate O'Hearn

Barb The Last Berzerker by Dan & Jason

5 Worlds by Mark Siegel, Alexis Siegel, Xanthe Bouma, Matt Rockefeller, and Boya Sun

Skyborn Sparrow Rising by Jessica Khoury
Skyriders by Polly Holyoke

ADVENTURE

Green Lantern Legacy by Minh Le

Charlie Thorne and the Last Equation by Stuart Gibb

Explorer Academy by Trudi Trueit

Alone by Megan E Freeman

The Supervillain's Guide to Being a Fat Kid by Matt Wallace

The Unforgettable Logan Foster by Shawn Peters

Miles Morales: Shock Waves by Justin A. Reynolds & Pablo Leon

MYSTERY

Space Case by Stuart Gibbs

Framed! A T.O.A.S.T. Mystery by James Ponti

The Screaming Staircase by Jonathan Stroud

Nooks and Crannies by Jessica Lawson

The Frame-Up by Wendy McLeod MacKnight

The Case of the Left-Handed Lady by Nancy Springer

Winterhouse by Ben Guterson

FUNNY

Once Upon a Tim by Stuart Gibbs

Crabgrass Comic Adventures by Tauhid Bondia





The Worst Class Trip Ever by Dave Barry
Belly Up by Stuart Gibbs
The Last Kids on Earth by Max Brallier
Pie in the Sky by Remy Lai

NONFICTION

Rise Up: Ordinary Kids With Extraordinary Stories by Amanda Li
Ostriches: The Superpower Field Guide by Rachel Poliquin
Two Truths and a Lie by Ammi-Joan Paquette and Laurie Ann Thompson
A Brief History of Underpants by Christine Van Zandt
The Thrifty Guide to Ancient Rome by Jonathan Stokes
Human Body Learning Lab by Betty Choi, M.D.
Almanac 2023 National Geographic Kids
The Biggest Stuff in the Universe by Mr. DeMaio
Wild Life! by Re:Wild and Syd Robinson

HISTORICAL FICTION

A Place to Hang the Moon by Kate Albus
Lifeboat 12 by Susan Hood
Prairie Lotus by Linda Sue Park
Brother's Keeper by Julie Lee
Pony by R.J. Palacio
Loyalty by Avi
The War That Saved My Life by Kimberly Brubaker Bradley

ANIMAL STORIES

Cress Watercress by Gregory Maguire
Katie the Catsitter by Colleen AF Venable
Always Clementine by Carlie Sorosiak
The One and Only Ivan by Katherine Applegate
Mrs. Frisby and the Rats of NIMH by Robert C. O'Brien
Unusual Chickens for the Exceptional Poultry Farmer by Kelly Jones
A Whale in the Wild by Rosanne Parry

REALISTIC

Measuring Up by Lily LaMotte
Roll with It by Jamie Sumner
A Duet for Home by Karina Yan Glaser
Unteachables by Gordon Korman
Isaiah Dunn is My Hero by Kelly J. Baptist
The Boy Who Made Everyone Laugh by Helen Rutter
New Kid by Jerry Craft
From the Desk of Zoe Washington by Janae Marks
Not an Easy Win by Chrystal B. Giles



Comprehension Questions for Fiction Books

- ~ Give me a brief summary of the story.
- ~ Tell me the main idea or main lesson from this story.
- ~ What was _____'s (character) purpose when he/she _____ (action) in the story. Use details from the story in your answer.
- ~ Name two reasons why (name 2-3 characters from the story) agree or disagree about _____. What is your opinion about this issue?
- ~ Using details from the story, name two character traits that describe _____ (name of character).
- ~ Use details from the story to describe the relationship between _____ and _____ (characters from the story).
- ~ Describe _____'s actions in the story. How does this person's actions affect how the story ends?
- ~ Come up with an other title for this story, and explain why it is a good title for the story.
- ~ What does _____ (sentence) mean in this book? How do you know?

Comprehension Questions for Non-Fiction Books

- ~ What is this book about? What do you think the author wanted you to learn from reading it?
- ~ What's the main idea from this book? Use details from the text to explain why this is the main idea.
- ~ Explain how _____ works. How do you know?
- ~ Name at least 2 characteristics of _____. Use details from the book in your answer.
- ~ Name at least 2 text features used in this book. Explain how these text features supported your understanding of the text.
- ~ Name three ways the text says _____ can happen.
- ~ Explain the process of _____. Use details from the book to support your answer.
- ~ What would happen if the steps in _____ (process) happened out of order?
- ~ What does _____ (vocabulary word) mean? How do you know?
- ~ What does _____ (phrase or sentence from the text) mean? How do you know?
- ~ What caused _____ to happen?
- ~ What effect did _____ have on _____?

name: _____

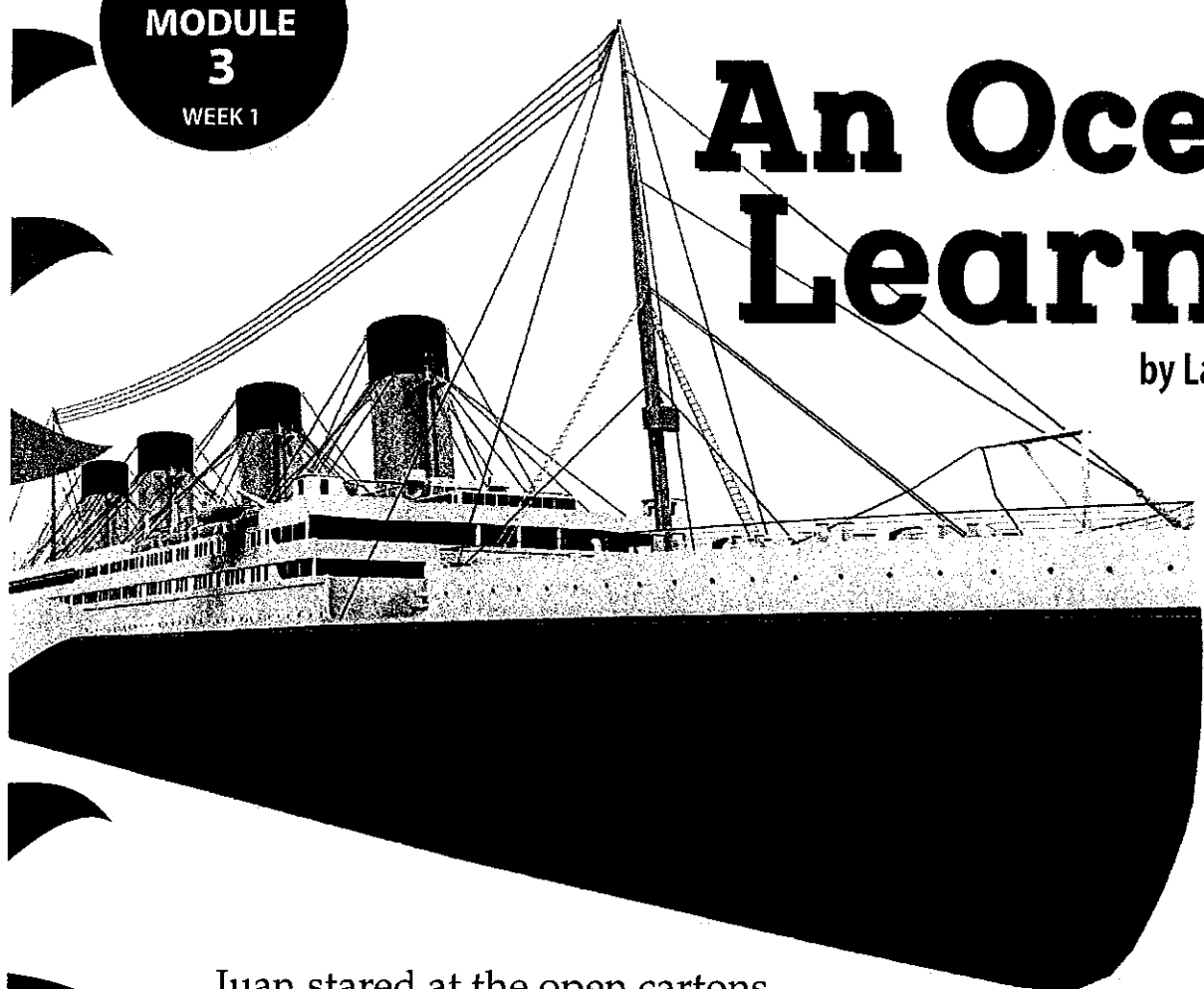
future class: _____

Harris 5th Grade Summer Reading Log

july	book title	minutes read	parent initials
1			
2			
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8			
9			
10			
11			
12			
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31			

An Ocean Learner

by Laurie Rozakis



Juan stared at the open cartons. How could he fit four months of his life into them? He had to, though. That was all Mom and Dad would let him take along.

"There's not much room on a ship," Mom had said.

The Garcias weren't taking a vacation. Mom and Dad were going to be teachers for School at Sea. High school students would spend two months on the ship. They would take all their classes there. Juan was going with his parents.

READ & RESPOND

Make and Confirm Predictions

Do you think Juan will like living on the ship? Why, or why not?

Mom and Dad were thrilled. Juan did not like the idea one bit.

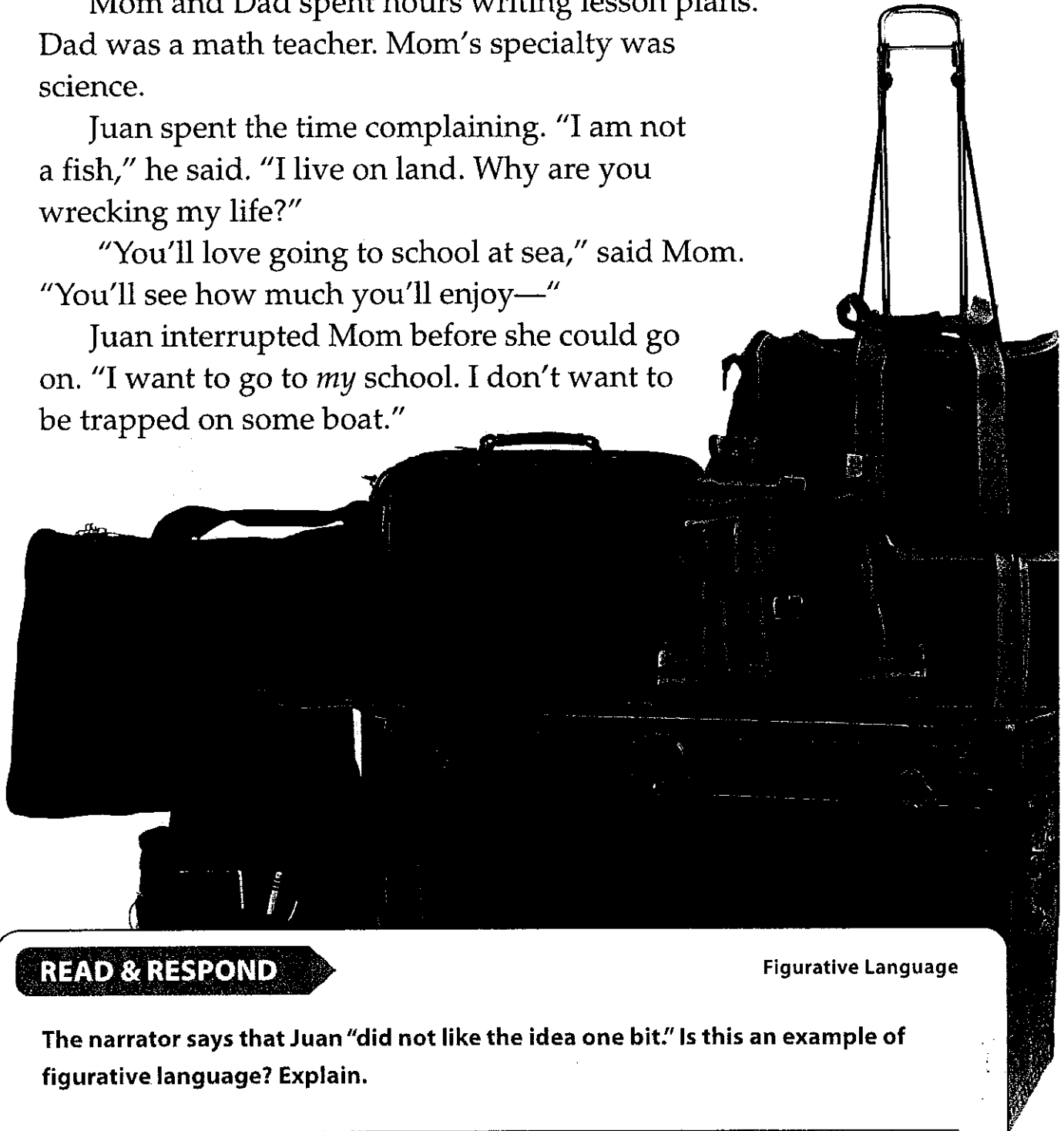
For weeks, the family prepared. They packed clothing, cameras, and books.

Mom and Dad spent hours writing lesson plans. Dad was a math teacher. Mom's specialty was science.

Juan spent the time complaining. "I am not a fish," he said. "I live on land. Why are you wrecking my life?"

"You'll love going to school at sea," said Mom. "You'll see how much you'll enjoy—"

Juan interrupted Mom before she could go on. "I want to go to *my* school. I don't want to be trapped on some boat."



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READ & RESPOND

Figurative Language

The narrator says that Juan "did not like the idea one bit." Is this an example of figurative language? Explain.

Finally, the big day came. The Garcias arrived at the dock. Juan staggered unsteadily as he lugged a suitcase. Gripping the handle was making his fingers feel numb.

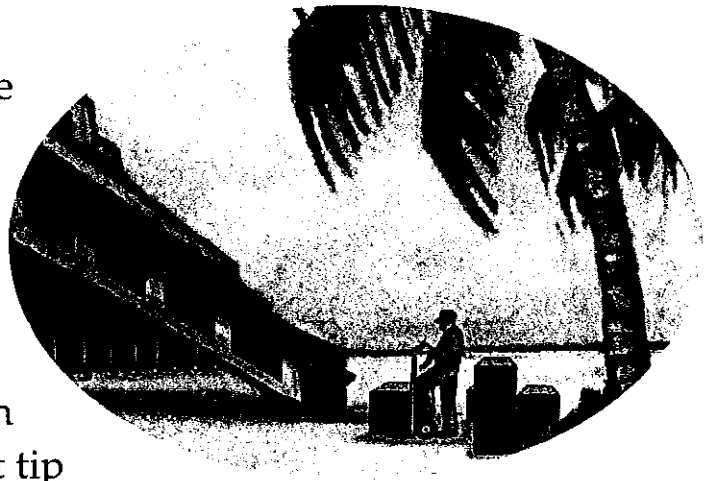
The ship was larger than Juan had expected. Maybe it wouldn't tip over and sink in a storm after all.

He wasn't going to be the only young kid on board. Another boy stood nearby. The other boy looked excited.

"That must be Ted Blake and his parents," said Dad.

"See?" said Mom. "You'll have friends. You're sharing a cabin with Ted."

Juan just grunted. He wanted his *land* friends.



READ & RESPOND

Figurative Language

What sensory words on this page help you feel what Juan is feeling? Explain.

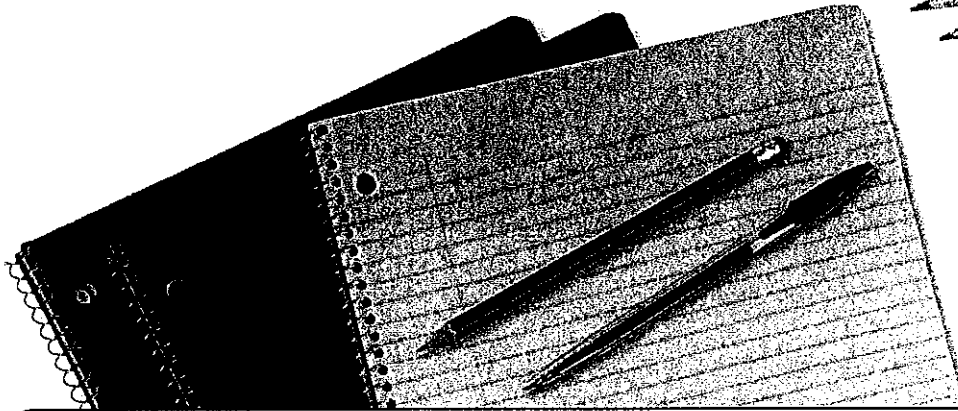
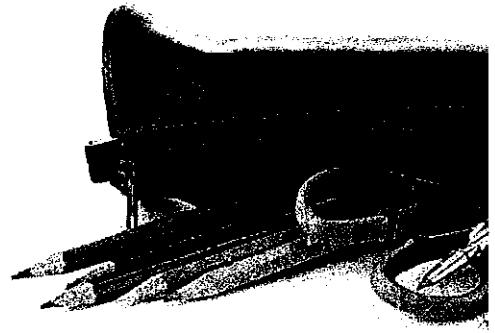
Juan and Ted found their cabin. It was so tiny! The furniture was odd, too. The beds were built into the walls. Chairs were bolted to the floor. "Does this mean the boat could turn over on its side?" Juan asked.

"Not a chance," said Ted. "Big ships are pretty steady."

School began the next day. The teachers' kids had their own classes. There, Juan and Ted met Kim.

"What a great way to go to school," said Kim. "Here, when we study dolphins, we get to see them."

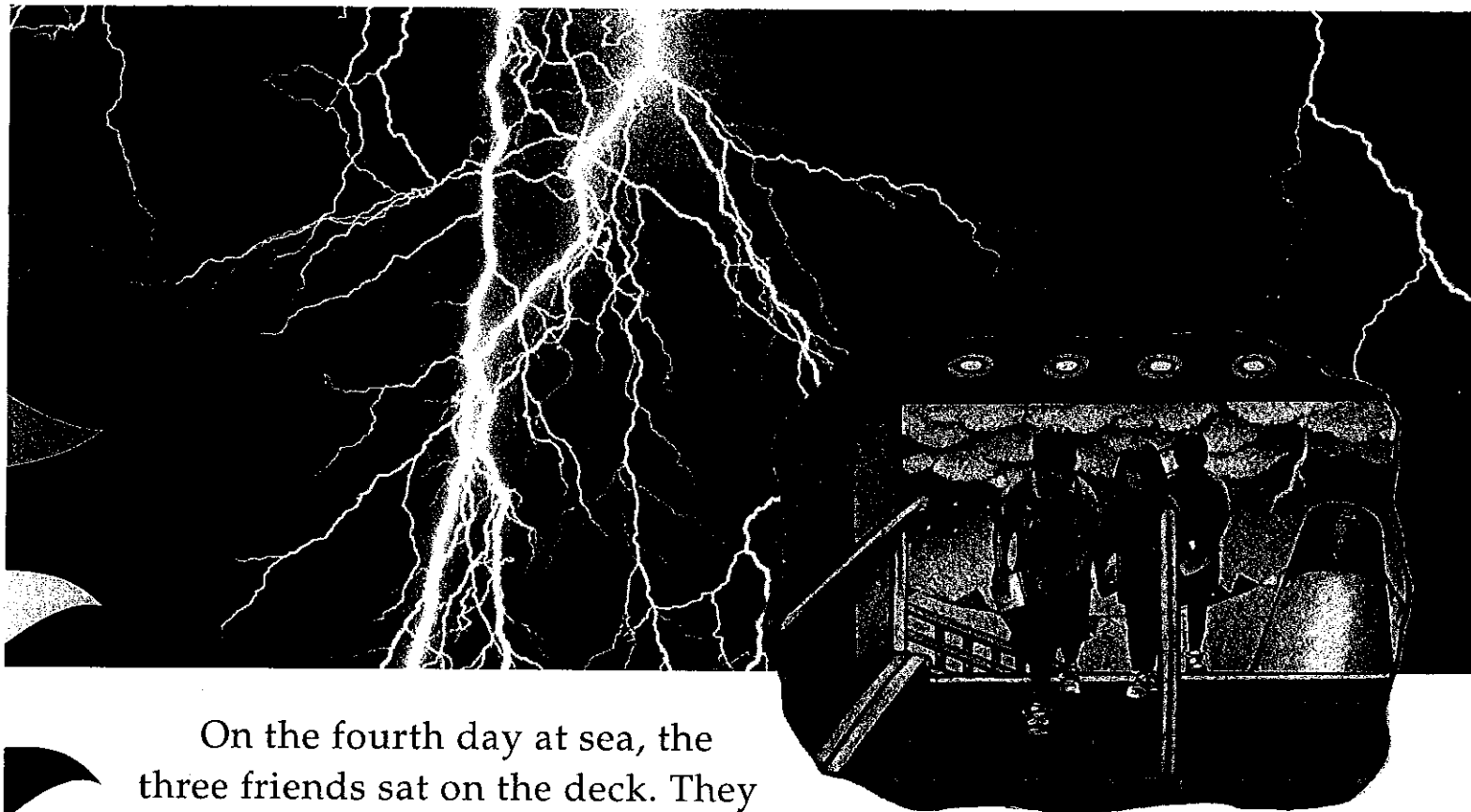
Dolphins? Juan loved dolphins. Maybe this ocean school would be okay.



READ & RESPOND

Make and Confirm Predictions

How do Juan's feelings begin to change in this part of the story? Is your earlier prediction correct so far, or do you need to adjust it?



On the fourth day at sea, the three friends sat on the deck. They were doing homework. Suddenly, thunder boomed. Rain pounded onto the deck. High waves began to rock the ship. The friends hurried indoors. They struggled to walk steadily.

At last the three reached Juan and Ted's cabin. "Whew!" said Ted. "How could a storm come up that fast?"

Juan smiled. He knew the answer! "A warm front and a cold front came together," he said. "It was on the weather map we studied earlier."

"Cool!" said Kim. "We get to live what we're learning."

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READ & RESPOND

Figurative Language

What example of onomatopoeia do you see on this page? How does it help you picture what is happening in the story?

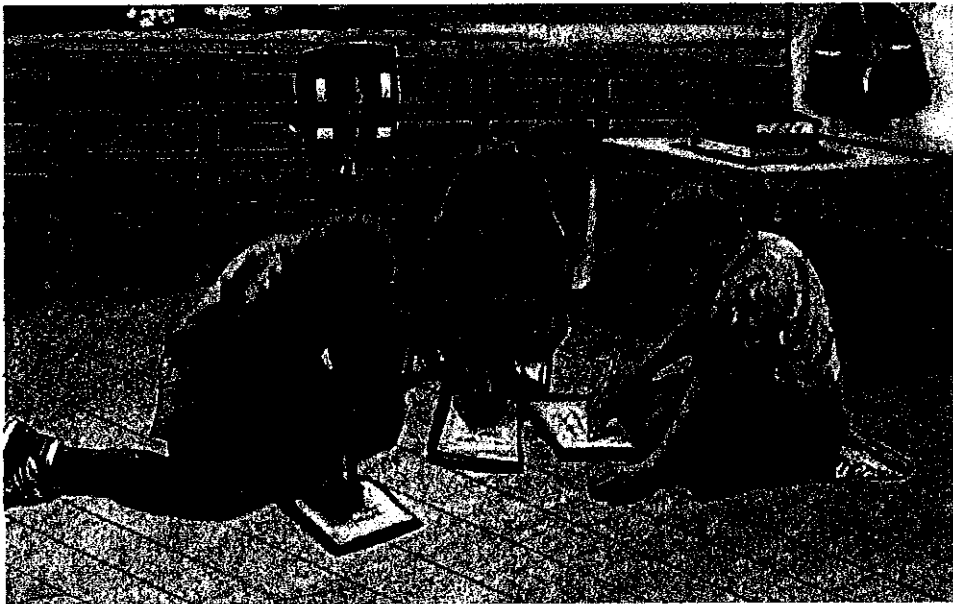
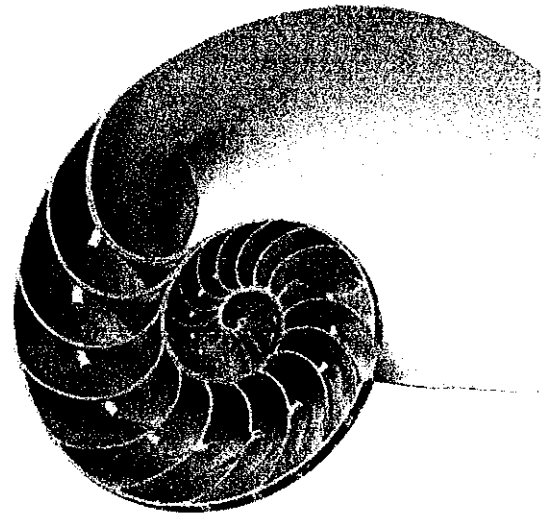
In a few hours, the sun had dried everything out. The three friends went back outside.

Mom came over. "Are you ready for science class?" she asked.

"We're way ahead of you," said Ted. "Our science class started hours ago."

For the first time in weeks, Juan felt like laughing, and he did. "Yes, Mom," he said. "We learned a thing or two about weather maps today."

Mom did not say "I told you so." She didn't have to. Juan had already figured out that he was going to a pretty good school.



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READ & RESPOND

Make and Confirm Predictions

How does Juan feel about living on the ship now? Was your prediction correct?

The World's Biggest Store: The Ocean!

We get more than just fish from the ocean.

Sea plants and animals are used in medicine, toothpaste, shampoo, fertilizer, and ice cream.

The Place to Live

More than half the people in the world live within sixty miles of an ocean. That is more than 3.4 billion people! Close to half of all Americans live near the coast.

Ocean Facts

Area	The area of our oceans is 140 million square miles. That's more than two-thirds of Earth's surface.
Deepest point	The Mariana Trench in the western Pacific is more than five miles deep.
Biggest animal	The blue whale is the largest animal on Earth. It is bigger than the biggest dinosaur ever was.

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READ & RESPOND

Main Ideas and Details

How do these facts help you understand more about what you can learn from going to school on a ship?

Reread and Respond



- 1 Which of the two settings is more important in this story? Why?

Hint

For clues, look at pages 50, 53, 54, and 55.

- 2 At first, how are Juan's feelings about School at Sea different from Ted's?

Hint

For clues, look at pages 50, 52, and 53.

- 3 How does Juan's attitude change during the story?

Hint

For clues, look at pages 51, 53, and 55.

- 4 What is the most important thing that Juan learns in the story?

Hint

For clues, look at pages 53, 54, and 55.

The Cat

an excerpt
by Patricia MacLachlan

... I heard the soft thump as the cat jumped up to my sill. The cat stared at me, its face like a pansy, and then, without claws, it lifted a paw and hit the window screen. The tiniest of sounds. Very carefully I lifted the screen, and the cat walked inside, across my desk, and settled on my bed as if it were home. ... Almost at once the cat slept.

Slowly I backed out of the room, racing to the kitchen.

"Cat?"

Grandma looked up.

"Your sister's not here, Journey. Do you want something?"

No. I knew how Grandma felt about cats.

Behind her, Grandfather was standing, leaning against the counter, stirring coffee.

"No, Grandma, thanks. Good night."

"Good night then," said Grandma, threading a needle in the light.

I looked at Grandfather, and he looked back at me, taking a sip of his coffee, his eyes narrowed against the steam. He turned his head to one side, as if he were getting a different view of me. I lifted my shoulders, took a breath, and beckoned to him, putting a finger to my lips. His eyebrows rose. After a moment he put down his coffee, silently following me down the hallway to my room.

"What is it?" he said at my bedroom door.

"Look," I whispered, pulling his arm. I pointed.

"Oh, my," whispered Grandfather. He smiled. "Look at that, all tucked out."

Slowly he walked to the bed. The cat stretched, looked up at him, then curled up again.

"Whose cat is it?" asked Grandfather.

I was silent.

Grandfather quickly looked down at me.

"Journey," he warned, "no. You know your grandma is not fond of cats. She loves her birds."

"I love this cat," I said. "He tapped on my window screen. I think he's mine."

"Do not," said Grandfather, whispering fiercely, "do not name this cat."

I knew the family rule. Do not name an animal or you'll have to take care of it. If you name it, it's yours.

"He tapped on my screen and walked right in and went to sleep," I went on, "just like he lives here. And he does."

I put out my hand and stroked the cat, and he put his paws around my hand, hugging me to him.

"See?" I whispered.

Grandfather bent down.

"There's blood here, Journey. See, a little trail on the floor."

Grandfather ran his hands over the cat, who peered at him through slit eyes.

"Here it is. A little cut on his foot."

Grandfather took out his handkerchief and blotted the cat's left paw. Suddenly the cat reached over and took Grandfather's finger in his teeth. I held my breath as Grandfather and the cat stared at each other. After a moment Grandfather smiled.

"You are something," he said to the cat, and to prove it, the cat let go of his finger, turned over, and went back to sleep.

"What is going on here?"

Grandma's voice made Grandfather jump. The cat didn't move.

"Oh, . . . Marcus!"

My sister appeared suddenly behind Grandma. Her face lighted up when she saw the cat.

"Oh!" She turned to me. "Have you named him yet?"

"Marcus!" said Grandma warningly, her lips pressed tightly together.

"Now, Lottie," said Grandfather, "this is an injured animal. We have to be humane here."

"You know how I feel about cats," said Grandma. "And cats are not humane to birds."

"We'll put a bell on him," I said. "Two bells, Grandma! Please!" Grandma's face was stern. I turned to Grandfather. "I need this cat."

My own words startled me, and Grandfather cleared his throat.

"Actually, Lottie, it's unfortunate, I know, but Journey has named him already."

I stared at Grandfather. Grandma saw my surprise.

"Really," she said, folding her arms across her chest. "And what would that name be?"

"Yes," said Grandfather. His eyes roamed the room. "His name is . . ." Grandfather looked at the vase of peonies by the window. "His name is Bloom, isn't that what you called him, Journey?"

"Yes." I nodded.

"Oh, push," said Grandma, half smiling, "you just made that up. . . . You might just as well have said Peony."

“Lottie,” said Grandfather, “Journey knows that Peony is no name for a cat.”

The screen opened, and Cooper poked his head in.

“I saw the lights.”

He climbed in, closing the screen behind him, and then he saw the cat. Cooper peered at Grandfather, at my sister leaning against the wall, and at Grandma with her arms still folded. Finally he looked at me.

“Of course you named him,” he said, making Grandfather’s lips twitch.

“Bloom,” I said.

“I’ll get the camera,” said Grandfather.

25. Which statement from the passage **best** describes the main setting?

- A. “. . . the cat walked inside, across my desk, and settled on my bed . . .”
- B. “. . . Grandfather was standing, leaning against the counter, stirring coffee.”
- C. “Grandfather ran his hands over the cat, who peered at him through slit eyes.”
- D. “My sister appeared suddenly behind Grandma.”

26. Read the sentences from the passage.

“I lifted my shoulders, took a breath, and beckoned to him, putting a finger to my lips. His eyebrows rose.”

What do the actions by Journey help reveal about Grandfather?

- A. his favoritism
- B. his disapproval
- C. his seriousness
- D. his curiosity

27. Read the sentence from the passage.

“ ‘He tapped on my screen and walked right in and went to sleep,’ I went on, ‘just like he lives here.’ ”

Which theme does this sentence support?

- A. Two wrongs rarely equal a right.
- B. Honesty is always the best policy.

- C. Sacrifices in life bring great rewards.
- D. Friendship can be found in unusual places.

28. Read the sentence from the passage.

“‘Do not,’ said Grandfather, whispering fiercely, ‘do not name this cat.’ ”

Why does Grandfather most likely respond in this way?

- A. Grandfather thinks the cat sleeps too much to have a name.
- B. Grandfather wants to think of a name for the cat himself.
- C. Grandfather knows Journey will keep the cat if it is named.
- D. Grandfather worries that Journey will not choose a good name for the cat.

29. Read the sentence from the passage.

“Her face lighted up when she saw the cat.”

What does the sentence suggest about the sister?

- A. She was excited to see the cat.
- B. She wanted to talk to Grandfather about the cat.
- C. She hoped she could name the cat.
- D. She knew that Grandma would be pleased about the cat.

30. What is a synonym for the word stern?

- A. nervous
- B. serious
- C. tired
- D. worried

31. Which detail from the passage **best** indicates Grandma’s disapproval of the cat?

- A. “ ‘Your sister’s not here, Journey. Do you want something?’ ”
- B. “ ‘Marcus!’ said Grandma warningly, her lips pressed tightly together.”
- C. “ ‘And what would that name be?’ ”
- D. “ ‘Oh, push,’ said Grandma, half smiling, ‘you just made that up. . . .’ ”

32. **Part One**

In the passage, what are peonies?

- A. birds
- B. windows
- C. cameras
- D. flowers

33. **Part Two**

What detail based on the passage **best** supports the answer in Part One? Choose **one** answer.

- A. Cats like to hunt birds.
- B. The cat has a wounded paw.
- C. Grandfather looks at a vase.
- D. Grandma stands with her arms folded.

Clock Watching

by Sara F. Shacter

Everyone has different reasons for keeping track of time. The reasons for caring about time depend on who you are, where you live . . . and when you live.

Thousands of years ago, people didn't care what time it was. They spent most of their days hunting and gathering food. A schedule would have been silly: "nine o'clock, hunt; ten o'clock, gather."

But to survive, our ancestors did need to keep track of day, night, and the seasons. They looked to the sun, moon, and stars for signs of these cycles in nature.

Half Past the Candle

Eventually, people learned that the sun could also be used to measure hours in a day. About 4,000 years ago, somebody shoved a stick in the ground and made a neat discovery: the stick's shadow moved as the sun's position in the sky changed from sunup to sundown. People in ancient Egypt, Greece, and China made shadow clocks, or sundials, in all shapes and sizes.

But sundials weren't perfect. At night, or on cloudy days, they didn't work. So how did people tell time when there was no sunlight? Clocks made of candles, oil lamps, and incense sticks worked just fine without the sun, measuring the time in which a certain amount of wax, oil, or incense burned. Water clocks were popular, too, dripping the minutes away, leaving less water in a vessel as time passed.

However, there was a problem with clocks that burned and dripped: they only showed how much time had *passed*. Suppose a friend said, "I'll meet you when half a candle melts." To be on time, you'd both have to have the same size candle, and light them together.

As towns and cities grew, travel and trade between countries increased. There were lots of new jobs to do, and people needed to be in the same place at the same time to get them done. The old clocks were no longer good enough, since they didn't let everyone share the correct time of day.

The real solution to the time-keeping problem was a machine that could run all day and all night. Who invented the first such clock? The answer is a mystery. Many tried. Around the year 1300, mechanical clocks started showing up in western Europe, but no one knows who built the very first one.

A Clock for Everyone

These early mechanical clocks were funny looking: they didn't have faces; they were just a bunch of gears---wheels with metal teeth that were moved by heavy weights, ticking off seconds. Expensive and hard to care for, these clocks were also huge; they would fill up a room! People could not easily put them in their homes.

So, they mounted the clocks on church towers instead. Up high, for everyone to see and hear, the clock rang out the hours when workers in the fields and shops should stop and pray.

People loved this amazing new invention. Clockmakers kept improving and shrinking clocks. But it took more than 500 years until there were enough clocks to go around.

In the 1800s, people figured out how to build large factories to make all sorts of things. Factories cranked out thousands of clocks very quickly and less expensively. Finally, there were clocks for everyone.

It was a good thing, too, because factories ran on strict schedules, and workers were paid by the hour. To be on time, people put clocks in their homes and watches in their pockets.

Modern Time

For a long time, women wore watches on their wrists, but men didn't. Wristwatches were considered just a fashion item until 1914, when World War I broke out. Thousands of men in Europe marched into battle. Watches made it possible to time troop movements precisely. But it took time for soldiers to stop, put down their equipment, and pull their watches out of their pockets. To save time and leave their hands free for fighting, soldiers started tying their watches to their wrists, just like women. Wristwatches have been popular ever since.

Nowadays there are clocks everywhere you look: in the car, the radio, the computer, and the microwave. Modern clocks run on batteries, electricity, quartz crystals, and even vibrating atoms.

1. Read the sentences from the passage.

“People in ancient Egypt, Greece, and China made shadow clocks, or sundials, in all shapes and sizes.”

“At night, or on cloudy days, they didn't work. So how did people tell time when there was no sunlight?”

Which point is the author making with the evidence in these sentences?

- A. Sundials did not endure through the years.
 - B. Ancient sundials worked better than modern sundials.
 - C. Sundials were not ideal devices for telling time.
 - D. Large sundials would tell time on cloudy days.
-
2. Based on information in the passage, why was the use of candles a problem?
 - A. Candles could only measure the time that had passed.
 - B. Candles worked well without the sun.
 - C. Candles needed to burn in the same place each day.
 - D. Candles were used when mechanical clocks were not available.
 3. The meaning of the root word “mech” helps the reader to know that the word “mechanical” means having to do with
 - A. water.
 - B. time.
 - C. machinery.
 - D. measurement.

4. Which sentence from the passage **best** supports the idea that real-life events changed fashion?
- A. "These early mechanical clocks were funny looking; they didn't have faces; they were just a bunch of gears . . ."
 - B. "Thousands of men in Europe marched into battle."
 - C. "Watches made it possible to time troop movements precisely."
 - D. "To save time and leave their hands free for fighting, soldiers started tying their watches to their wrists, . . ."
5. What is the **best** summary of the passage?
- A. People created an invention that used the sun to tell time. Candles were used to tell how much time had passed. Towns and cities grew and trade increased. People now wear wristwatches.
 - B. People do not know who invented the first clocks. Water clocks were then invented. Early mechanical clocks were very large and expensive. At last clocks were made smaller.
 - C. People used dripping water to tell time. Sundials told the time by looking at the shadows that the sun made. Most people had clocks in their homes so that they could get to work on time. Now there are clocks in cars.
 - D. People many years ago invented ways of measuring the passing of time. Eventually, mechanical clocks were invented. Factories made it possible for everyone to own a clock. Today, clocks play a major role in society.
6. How do the headings connect to the text of the passage?
- A. The headings summarize the points made in each section.
 - B. The headings provide the main topic of each section.
 - C. The headings explain the arguments within each section.
 - D. The headings help to define new words in each section.

7. **Part One**

What is the main idea of the passage?

- A. Clocks can be made out of oil lamps and incense sticks.
- B. Most clocks cost a lot of money and require a lot of care.
- C. Clocks have become an important part of daily life.
- D. Most clocks can be built very quickly in large factories

8. **Part Two**

What **two** sentences from the passage support the answer in Part One? Choose **two** answers.

- A. "Water clocks were popular, too, dripping the minutes away, leaving less water in a vessel as time passed."
- B. "Nowadays there are clocks everywhere you look: in the car, the radio, the computer, and the microwave."
- C. "Everyone has different reasons for keeping track of time."
- D. "They looked to the sun, moon, and stars for signs of these cycles in nature."

Trekking the Trail

by Linda White

Finally, you're ready to take a hike. What will you see? Whether you hike in the forest, the desert, or near a swamp, you're sure to see many wonders of nature.

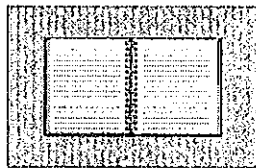
As you go on your first hike, don't rush. Walk at a leisurely pace. You'll soon fall into a comfortable stride. This first hike might be just to observe. Take in the sights, sounds, and smells of the area. What do you see? At each place you hike, you will see different things. Watch for bird nests, snake skins, feathers, nursery logs, mushrooms, fish, animal tracks. Soon you'll realize that much of the fun of hiking is in studying nature and much of the fun of studying nature is in the detective work. Who made these tracks? What kind of bird dropped this feather? Every good detective takes notes.

How about making a hiking journal for your trek? You can include notes on the date of the hike, weather conditions, where you are going, and a diagram of the landscape. Sketch the animal tracks you see along the creek, add a feather you found, draw the tadpole you saw in the big puddle. Maybe later you can find out how long it will be before the tadpole becomes a frog. You can also add photographs from your hike—like the chipmunk that chattered at you while you ate lunch, and your family members when they jumped into the creek.

Hiking Journal

A hiking journal can be as simple as a pocket-sized spiral notebook with a pencil attached to it by a cord. But if you cover it like you might cover a school book, with paper cut from a brown paper bag, you can decorate the journal with your favorite hiking memories.

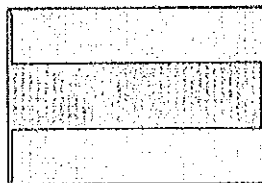
1. Cut a piece of heavy brown paper bag or decorative paper six inches wider and six inches taller than your opened notebook.



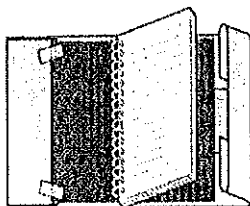
2. Place opened notebook on the paper so there is about the same amount of paper showing on the top and bottom and

on each side.

3. Mark the paper along the top and bottom of the notebook.
4. Fold the top down and the bottom up along the lines you just marked. Your paper should now be the same height as your notebook.



5. Curl the last three inches of one side forward and insert the notebook cover into the flaps created at the top and bottom. Fold neatly and tape the cover flap to the cover at the top and bottom. Do the same with the other side.



6. Decorate with markers, crayons, colored pencils, or watercolors. It's hard to decide on a design. You could draw a mountain sunset, a rainbow trout, or something of your own choosing. Can't decide? Make several.



Hiking Stick

A hiking stick gives you something to lean on when the trail is steep or rocky, steadies you when you cross a stream, and provides something to hang onto at the end of the day when you are too tired to go any farther. Be sure to ask an adult for permission before starting this project.



1. Select a straight sturdy stick about shoulder height.
2. If you want, peel off the bark carefully. Cut away from your body, watching out for your knees.
3. Wrap the grip area with a soft leather strip to cushion your hand. Tuck ends under the wrapped strip.
4. Personalize your stick by adding designs with markers or paint or by carving patterns. Be careful.

When people share the woods with bears, one can scare the other. When hiking in bear country, it's a good idea to whistle, talk in a loud voice that can be heard a long distance, or carry a walking stick adorned with jingling bells.

With a little warning, bears have a chance to depart before you even know they were there.

To make your walking stick a bear stick, tie three or four loud bells onto a cord or leather boot string. Wrap that around the grip of the stick and tie securely.

9. Read the sentence from the passage.

“Take in the sights, sounds, and smells of the area.”

What inference can **best** be made from the details in the sentence?

- A. There are many sounds to listen to while hiking in the woods.
- B. Hiking with awareness allows a person to experience elements of nature.
- C. Nature provides many sights to enjoy while hiking.
- D. Hiking in a well-lit area is a safe and good form of exercise.

10. The meaning of the root “photo” helps the reader know that the word “photograph” means

- A. a picture taken with color.
- B. a picture taken in the heat.
- C. a picture taken in the cold.
- D. a picture taken with light.

11. What **best** explains why Step 1 for making a hiking journal directs the reader to cut the paper “six inches wider and six inches taller” than the notebook?

- A. The extra paper gives more room to draw on the journal.
- B. The extra paper creates a place for a pen to be kept with the journal.
- C. The extra paper gives more room to write in the journal.
- D. The extra paper allows it to be folded over the edges of the journal.

12. In Step 4 of the directions for making a hiking stick, why does the author tell the reader to “be careful” when decorating the hiking stick?

- A. The bark needs to be cut off with scissors.
- B. Carving is usually done using a sharp object.

- C. The leather strip can burn the hands.
 - D. Bears are drawn to some patterns more than others.
13. Why is it important to tape the journal cover onto the journal?
- A. to make sure the journal can be seen by other hikers
 - B. to make sure the cover stays attached during the hike
 - C. to help make the journal look more attractive
 - D. to help keep the journal pocket-sized
14. Which word is a synonym for permission?
- A. money
 - B. advice
 - C. leather
 - D. consent
15. Which detail from the passage **best** supports the idea that a hiking stick should be strong enough to support a person using it?
- A. "A hiking stick gives you something to lean on . . ."
 - B. "Select a straight sturdy stick about shoulder height."
 - C. "If you want, peel off the bark carefully."
 - D. "Wrap the grip area with a soft leather strip . . ."
16. What does the word adorned mean as it is used in the passage?
- A. accomplished
 - B. scented
 - C. decorated
 - D. purchased

17. Read the sentences from the passage.

“You can include notes on the date of the hike, weather conditions, where you are going, and a diagram of the landscape.”

“You can also add photographs from your hike—like the chipmunk that chattered at you while you ate lunch, and your family members when they jumped into the creek.”

Which point is the author making with the evidence in these sentences?

- A. A journal is a good place to ask questions thought of during a hike.
- B. Notes on weather can help to predict when to go on the next hike.
- C. A journal can be used to record favorite memories of a hike.
- D. Sketches of animals will help determine where to go on the next hike.

18. What **best** describes the overall structure used in the passage?

- A. a discussion of hints related to taking notes while hiking
- B. a comparison of different types of clothing to wear while hiking
- C. a solution to a problem related to hiking in dangerous areas
- D. a list of steps to take to increase the enjoyment of hiking

19. **Part One**

How does the picture of a hiking stick help to support the text in the passage?

- A. It shows where to use a hiking stick.
- B. It advertises hiking sticks that are for sale.
- C. It shows what the hiking stick should look like.
- D. It provides additional facts about a hiking stick.

20. **Part Two**

What sentence from the passage **best** supports the answer in Part One? Choose **one** answer.

- A. “You could draw a mountain sunset, a rainbow trout, or something of your own choosing.”
- B. “Be sure to ask an adult for permission before starting this project.”
- C. “. . . bears have a chance to depart before you even know they were there.”
- D. “. . . tie three or four loud bells onto a cord or leather boot string.”

Session 1—Mathematics (No Calculator)

Write your answers for questions 1 through 36 in the spaces provided on page 37, session 1 answer sheet. Write only one answer for each question. You may work problems in your test booklet or on scratch paper, but you must mark your answer on your answer sheet. You may review your work in this session, but do not work on any other session.



You may NOT use a calculator for this session.

1. Amelia's pencil is $\frac{12}{100}$ of a meter long. What is the length, in meters, of Amelia's pencil written as a decimal?
 - A. 0.12
 - B. 1.02
 - C. 1.2
 - D. 12.100

2. There are 7 days in a week. In the month of February, there are 28 days this year. How many times as many days are there in February than are in one week?
 - A. 4 times
 - B. 7 times
 - C. 21 times
 - D. 35 times

3. Westview School is buying new basketball uniforms. Each uniform costs \$46. The school will buy 12 uniforms. Which equation shows a way to find the total cost of the uniforms?
 - A. $(40 \times 10) + (6 \times 2) = 400 + 12$
 - B. $(40 \times 6) + (10 \times 2) = 240 + 20$
 - C. $(40 \times 12) + (6 \times 12) = 480 + 72$
 - D. $(40 \times 12) + (60 \times 12) = 480 + 720$

Session 1—Mathematics (No Calculator)

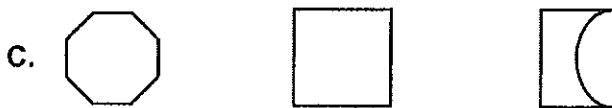
4. Add.

$$46,911 + 653,092$$

- A. 699,903
 - B. 700,003
 - C. 913,203
 - D. 1,122,202
5. Brady saw that people were sitting in $\frac{6}{10}$ of the chairs in the library. What decimal is equal to the fraction of library chairs that had people sitting in them?
- A. 0.06
 - B. 0.6
 - C. 0.610
 - D. 6.10
6. For a concert, there are children's tickets and adult tickets for sale. Of the total available tickets, $\frac{37}{100}$ have been sold as adult tickets and $\frac{4}{10}$ as children's tickets. The rest of the tickets have not been sold. What fraction of the total number of tickets for the concert have been sold?
- A. $\frac{41}{110}$
 - B. $\frac{41}{100}$
 - C. $\frac{77}{110}$
 - D. $\frac{77}{100}$

Session 1—Mathematics (No Calculator)

7. Tolu has a group of shapes. Each shape in her group has at least one set of parallel sides. Each shape also has at least one set of perpendicular sides. Which group could be Tolu's group of shapes?



8. A stack of 7 pennies has a height of 1 centimeter. Nick has a stack of pennies with a height of 4 centimeters. Which equation can be used to find the number of pennies, n , in Nick's stack of pennies?

- A. $n = 7 + 4$
B. $n = 7 - 4$
C. $n = 7 \times 4$
D. $n = 7 \div 4$

Session 1—Mathematics (No Calculator)

9. Three friends each played the same computer game. The table below shows the fraction of the game each of them has completed.

Fraction of Computer
Game Completed

Name	Fraction Completed
Akira	$\frac{1}{2}$
Connor	$\frac{2}{5}$
Duan	$\frac{2}{3}$

Which of the following statements is true?

- A. Akira has completed less of the game than Duan has.
- B. Connor has completed more of the game than Duan has.
- C. Akira and Connor have completed the same amount of the game.
- D. Connor and Duan have completed the same amount of the game.

10. Divide.

$$7,285 \div 4$$

- A. 1,801
- B. 1,801 R1
- C. 1,821
- D. 1,821 R1

Session 1—Mathematics (No Calculator)

11. Mia's favorite sports team has won 0.42 of its games this season. How can Mia express this decimal as a fraction?

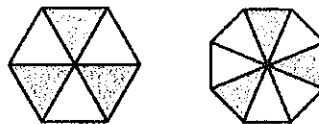
- A. $\frac{4}{20}$
- B. $\frac{42}{100}$
- C. $\frac{4}{2}$
- D. $\frac{42}{10}$

12. Subtract.

$$2,396 - 1,709$$

- A. 687
- B. 693
- C. 1,493
- D. 1,695

13. Use the models below to answer the question.



Which statement about the models is true?

- A. Each shows the same fraction because they are the same size.
- B. Each shows a different fraction because they are different shapes.
- C. Each shows the same fraction because they both have 3 sections shaded.
- D. Each shows a different fraction because they both have 3 shaded sections but a different number of total sections.

Session 1—Mathematics (No Calculator)

14. Lily is going to give away all the pieces of candy in a bag. She can give an equal number of pieces of candy to 5, 3, or 2 people. Which number of pieces of candy could be in Lily's bag?
- A. 12
 - B. 20
 - C. 30
 - D. 45

15. The table below shows the number of art pieces owned by a museum.

Art Pieces Owned by a Museum

Type	Number Owned
paintings	3,741
statues	579

How does the value of the 7 in the number of paintings owned by the museum compare to the value of the 7 in the number of statues owned?

- A. It is 10 times greater.
 - B. It is 70 times greater.
 - C. It is 100 times greater.
 - D. It is 700 times greater.
16. Gary has 72 cows on his farm. He has 6 times as many cows as he has horses. The number sentence below can be used to find the number of horses, h , he has.

$$72 \div h = 6$$

How many horses, h , does Gary have?

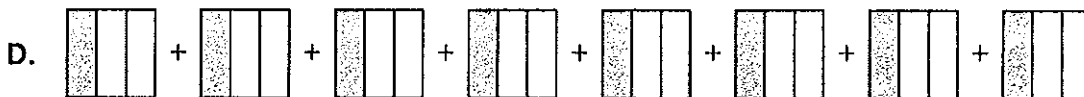
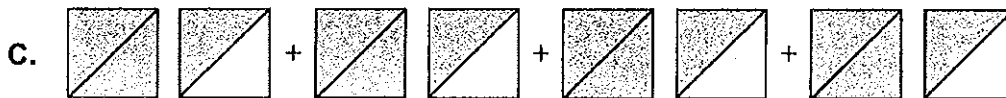
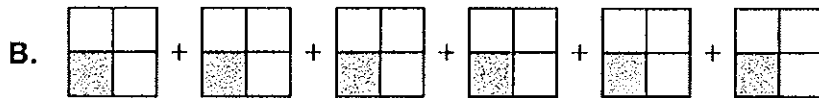
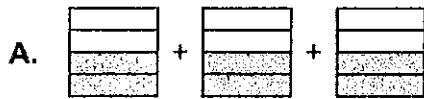
- A. 12 horses
- B. 66 horses
- C. 78 horses
- D. 432 horses

Session 1—Mathematics (No Calculator)

17. Bradley uses $\frac{2}{3}$ of a cup of sugar to make a batch of cookies. The expression below shows how much sugar, in cups, he uses to make 4 batches of cookies.

$$4 \times \frac{2}{3}$$

Which fraction model is equal to the number of cups of sugar Bradley uses for all 4 batches of cookies?



18. Mr. Carson drove 1,027 miles in April. He drove 988 miles in May. Mr. Carson used the expression below to find how many more miles he drove in April than in May.

$$1,027 - 988$$

How many more miles did Mr. Carson drive in April than in May?

- A. 39 miles
- B. 139 miles
- C. 161 miles
- D. 1,961 miles

Session 1—Mathematics (No Calculator)

19. Aaron's pet hamster weighs $\frac{3}{10}$ of a pound. Which decimal is equal to the weight, in pounds, of Aaron's pet hamster?

A. 0.103
B. 0.3
C. 0.310
D. 3.10

20. Mary Beth has a bag of 3 different types of candies. The fractions of two types of candies in the bag are listed below.

- candies that have nuts: $\frac{59}{100}$
- candies that have caramel: $\frac{2}{10}$

The rest of the candies in the bag have chocolate. What fraction of the candies in Mary Beth's bag have either nuts or caramel?

A. $\frac{61}{110}$
B. $\frac{61}{100}$
C. $\frac{79}{110}$
D. $\frac{79}{100}$

21. Kelly chose a mystery number. Her mystery number is a factor of 38. Which number could be Kelly's mystery number?

A. 2
B. 3
C. 4
D. 8

Session 1—Mathematics (No Calculator)

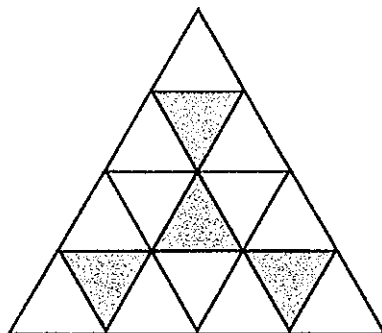
22. There are 31 days in the month of January. Michelle did 45 push-ups each day of the month. She used the expression below to find the number of push-ups she did in January.

$$31 \times 45$$

How many push-ups did Michelle do in the month of January?

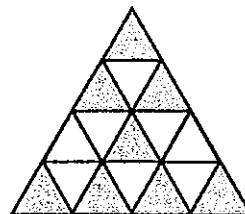
- A. 125 push-ups
 - B. 279 push-ups
 - C. 1,395 push-ups
 - D. 1,406 push-ups
23. Kenitra painted 0.25 of her triangle. Grace painted 0.5 of her triangle. The sections and portions of the triangles that the girls painted are shown in the models below.

Kenitra's Triangle



0.25

Grace's Triangle



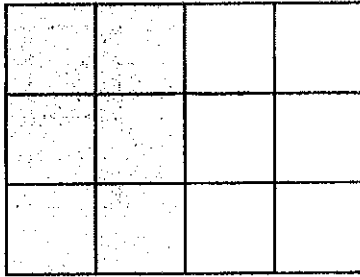
0.5

Which statement about the triangles that Kenitra and Grace painted is true?

- A. Kenitra painted a larger area than Grace because $0.25 > 0.5$.
- B. Kenitra painted a smaller area than Grace because $0.25 < 0.5$.
- C. A fair comparison cannot be made because they painted different portions of different sized triangles.
- D. Kenitra and Grace painted the same amount of area because the portions of the triangles painted are equal.

Session 1—Mathematics (No Calculator)

- 24.** Sandra planted some flowers. On Monday, 6 out of 12 flowers were blooming. This is shown in the model below.



On Tuesday, more of Sandra's flowers were blooming, but not all of them. Which fraction of the total planted flowers could be blooming on Tuesday?

- A. $\frac{1}{2}$
B. $\frac{1}{3}$
C. $\frac{3}{4}$
D. $\frac{12}{12}$

- 25. Use the equation below to answer the question.**

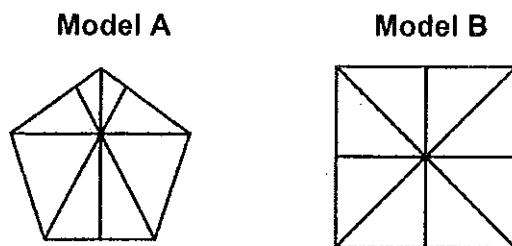
$$14 \times 3 = 42$$

Which statement correctly interprets the expression?

- A. 14 is 3 more than 42.
B. 42 is 14 more than 3.
C. 14 is 3 times as many as 42.
D. 42 is 3 times as many as 14.

Session 1—Mathematics (No Calculator)

26. Use the fraction models below to answer the question.



Which pair of statements about the fraction models is true?

- A. The fraction models represent different fractions.

This is true because model A is a different shape than model B.

- B. The fraction models represent different fractions.

This is true because the sections in model A are not all the same size.

- C. The fraction models represent the same fraction.

This is true because both models are made of sections that are in the shape of a triangle.

- D. The fraction models represent the same fraction.

This is true because both models have the same total number of sections and the same number of shaded sections.

27. Olivia used the rule "Add 11" to create the number pattern shown below.

10, 21, 32, 43, 54

Which statement about the number pattern is true?

- A. The 10th number in the pattern will be an even number.
- B. The number pattern will never have two even numbers next to each other.
- C. The next two numbers in the pattern will be an even number then an odd number.
- D. If the number pattern started with an odd number then the pattern would have only odd numbers in it.

Session 1—Mathematics (No Calculator)

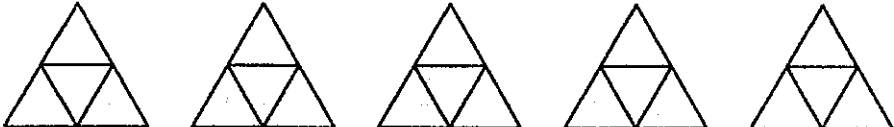
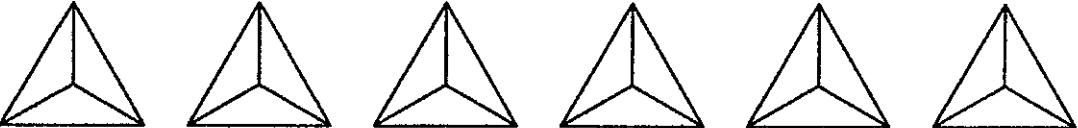
28. A post office delivered eighteen thousand ninety-six pieces of mail in a week. What is this number of pieces of mail written in expanded form?
- A. $18 + 1,000 + 90 + 6$
 - B. $18 + 1,000 + 900 + 60$
 - C. $10,000 + 8,000 + 90 + 6$
 - D. $10,000 + 8,000 + 900 + 60$
29. On 6 different days, Sydney read a book for $\frac{4}{5}$ of an hour. What was the total amount of time Sydney read her book on the 6 different days?
- A. $\frac{24}{30}$ of an hour
 - B. $\frac{10}{11}$ of an hour
 - C. $\frac{10}{5}$ hours
 - D. $\frac{24}{5}$ hours

Session 1—Mathematics (No Calculator)

30. Nila has 4 puppies. Each puppy weighs $\frac{4}{3}$ pounds. Nila used the expression below to represent the total weight of her puppies.

$$4 \times \frac{4}{3}$$

Which model also represents the total weight of Nila's 4 puppies?

- A. 
- B. 
- C. 
- D. 

31. Frankie's baseball team scored 16 runs in a game. Max's baseball team scored 8 runs in a game. Which statement about the number of runs scored by Frankie's and Max's baseball teams is true?
- A. Frankie's team scored 2 times as many runs as Max's team because $16 = 2 \times 8$.
- B. Frankie's team scored 2 times as many runs as Max's team because $8 = 2 \times 16$.
- C. Max's team scored 2 times as many runs as Frankie's team because $16 = 2 \times 8$.
- D. Max's team scored 2 times as many runs as Frankie's team because $8 = 2 \times 16$.

Session 1—Mathematics (No Calculator)

32. An office building has $300,000 + 5,000 + 600 + 10$ square feet of floor space. What is the number of square feet of floor space written in standard form?

A. 30,561
B. 35,610
C. 300,561
D. 305,610

33. Use the number below to answer the question.

107,792

Which statement about the two values of the digit 7 is correct?

- A. The value of the underlined 7 is 10 times less than the value of the other 7.
B. The value of the underlined 7 is 100 times less than the value of the other 7.
C. The value of the underlined 7 is 10 times more than the value of the other 7.
D. The value of the underlined 7 is 100 times more than the value of the other 7.
34. Collin spent 7 hours volunteering last month. Vanessa spent 21 hours volunteering last month. Which equation correctly shows how many times more hours Vanessa spent volunteering last month than Collin?
- A. $7 \times 3 = 21$
B. $7 \times 14 = 21$
C. $21 \times 3 = 63$
D. $21 \times 7 = 147$

Session 1—Mathematics (No Calculator)

35. Use the equation below to answer the question.

$$7 \times 3,092 = \square$$

Which expression could be used to correctly fill in the $\square$?

- A. $(7 \times 30) \times (7 \times 92)$
- B. $(7 \times 30) + (7 \times 90) + (7 \times 2)$
- C. $(7 \times 3,000) + (7 \times 90) + (7 \times 2)$
- D. $(7 \times 3,000) + (7 \times 900) + (7 \times 20)$

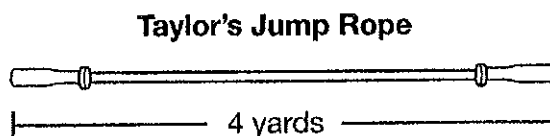
36. Which statement about $\frac{3}{4}$ and $\frac{9}{10}$ is true?

- A. $\frac{3}{4} = \frac{9}{10}$ because $4 - 3 = 1$ and $10 - 9 = 1$.
- B. $\frac{3}{4} = \frac{9}{10}$ because $3 + 6 = 9$ and $4 + 6 = 10$.
- C. $\frac{3}{4} < \frac{9}{10}$ because 3 is less than 9 and 4 is less than 10.
- D. $\frac{3}{4} < \frac{9}{10}$ because $\frac{3}{4}$ is less than $\frac{4}{5}$ and $\frac{9}{10}$ is greater than $\frac{4}{5}$.



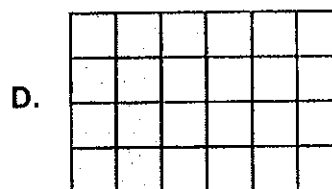
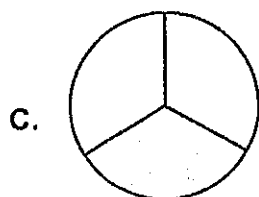
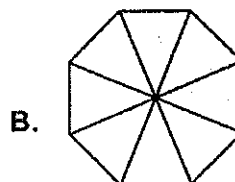
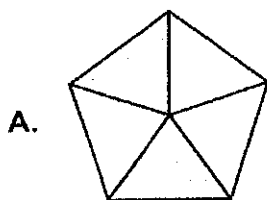
Session 2—Mathematics (Calculator)

38. Taylor's jump rope is shown in the diagram below.



Which measurement is the same as the length of Taylor's jump rope?

- A. 12 feet
 - B. 12 inches
 - C. 48 feet
 - D. 48 inches
39. A newspaper company sold 179,912 newspapers in one day. What is this number of newspapers written in word form?
- A. one hundred seventy-nine thousand twelve
 - B. one hundred seventy-nine nine hundred twelve
 - C. one hundred seventy thousand nine hundred twelve
 - D. one hundred seventy-nine thousand nine hundred twelve
40. Ed has climbed 9 flights of stairs. He needs to climb a total of 15 flights of stairs. The shaded region of which figure models the number of flights of stairs Ed has climbed out of the total number he needs to climb?



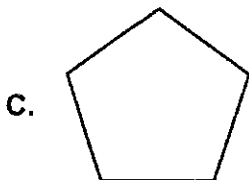
Session 2—Mathematics (Calculator)

Write your answers for questions 37 through 60 in the spaces provided on page 38, session 2 answer sheet. Write only one answer for each question. You may work problems in your test booklet or on scratch paper, but you must mark your answer on your answer sheet. You may review your work in this session, but do not work on any other session.



You MAY use a calculator for this session.

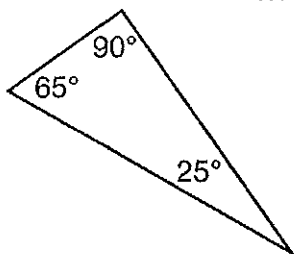
37. Josie drew a shape that has both parallel sides and perpendicular sides. Which shape could be the one Josie drew?



Session 2—Mathematics (Calculator)

43. Jacqui is organizing triangles into groups based on the characteristics of each triangle. She has a triangle that needs to be organized into one or more of the groups. The triangle and group characteristics are shown below.

Triangle and Groups



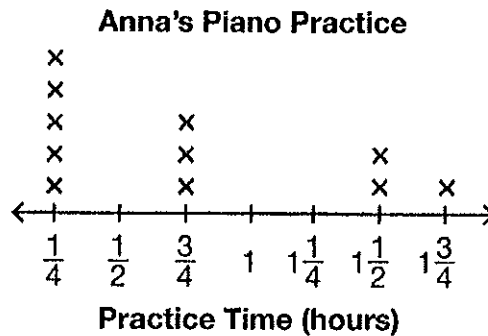
Group	Characteristic
1	acute triangle
2	obtuse triangle
3	right triangle

Which statement about where Jacqui's triangle belongs is true?

- A. only group 1 because two of the angles are acute
 - B. only group 3 because one of the angles measures 90°
 - C. groups 1 and 3 because the triangle has both a right and an acute angle
 - D. groups 1 and 2 because the sum of the acute angles is greater than 90°
44. Erin made 12 pints of juice. She drinks 3 cups of juice each day. How many days will Erin take to drink all of the juice she made?
- A. 2 days
 - B. 4 days
 - C. 8 days
 - D. 9 days

Session 2—Mathematics (Calculator)

41. The amount of time, in hours, that Anna practiced the piano each day for 11 days is shown on the line plot below.

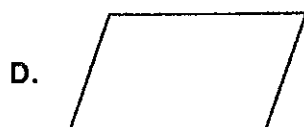
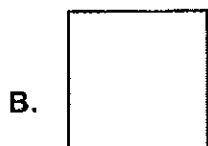


How many hours in total did Anna practice the piano over the 11 days?

- A. $4\frac{1}{4}$ hours
 - B. $6\frac{3}{4}$ hours
 - C. $7\frac{3}{4}$ hours
 - D. $8\frac{1}{4}$ hours
42. Stephanie flew 2,448 miles from Los Angeles to New York City. What is the number of miles Stephanie flew rounded to the nearest thousand?
- A. 2,000
 - B. 2,400
 - C. 2,500
 - D. 3,000

Session 2—Mathematics (Calculator)

47. Which shape has the greatest number of obtuse angles?



48. On Saturday Lily was a referee at 3 soccer games. She arrived at the soccer field 15 minutes before the first game. Each game lasted for $1\frac{1}{2}$ hours. There were 5 minutes between each game. Lily left 10 minutes after the last game. How long, in minutes, was Lily at the soccer field?

- A. 300 minutes
- B. 305 minutes
- C. 480 minutes
- D. 485 minutes

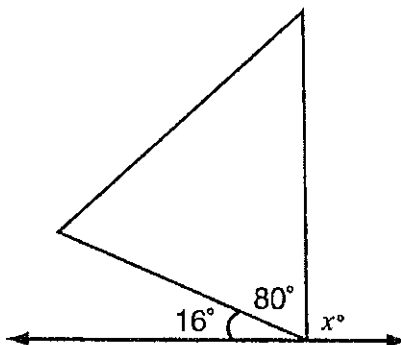
Session 2—Mathematics (Calculator)

45. Information about what the students in Mr. Paulson's class and in Ms. Hugo's class ate for lunch is listed below.

- In Mr. Paulson's class, 0.5 of the students ate pizza for lunch.
- In Ms. Hugo's class, 0.5 of the students ate hamburgers for lunch.

What information, if any, is needed to correctly compare the 0.5 of Mr. Paulson's class that ate pizza to the 0.5 of Ms. Hugo's class that ate hamburgers?

- A. whether the lunches were eaten on the same day
- B. the total number of students in each teacher's class
- C. nothing because the portions each class ate were the same
- D. the total number of pizza slices and hamburgers eaten that day
46. A straight line measures 180° . A straight line and a triangle are touching as shown in the figure below.

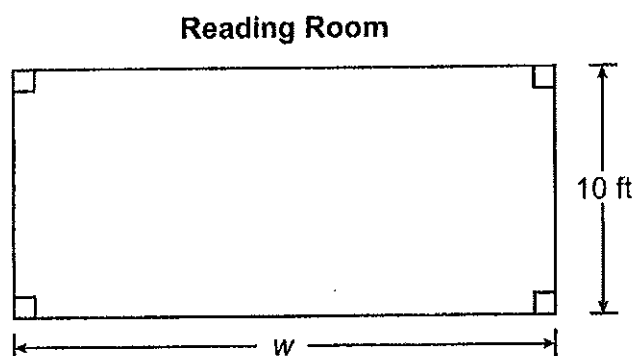


What is the value of x in the figure?

- A. 64
- B. 84
- C. 90
- D. 96

Session 2—Mathematics (Calculator)

50. The figure below shows a diagram of a reading room.

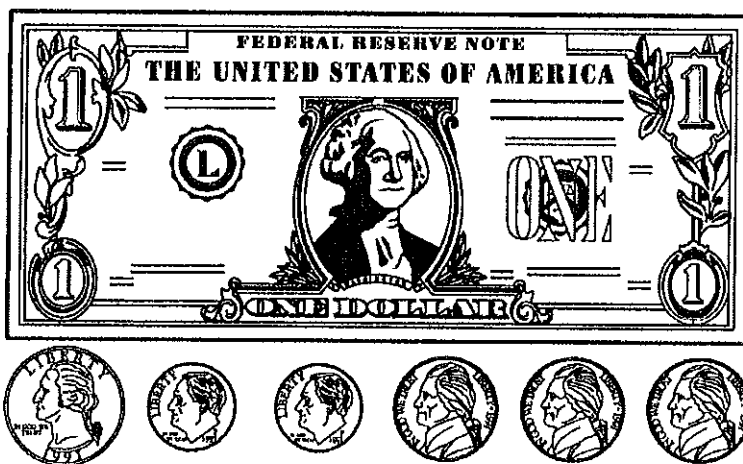


The perimeter of the reading room is 60 feet (ft). What is the width, w , of the reading room?

- A. 6 ft
 - B. 12 ft
 - C. 20 ft
 - D. 50 ft
51. Raymond drew an angle that measures 3° . Which expression is equivalent to the measure of Raymond's angle?
- A. $\frac{1}{3}$ of a circle + $\frac{1}{3}$ of a circle + $\frac{1}{3}$ of a circle
 - B. $\frac{1}{90}$ of a circle + $\frac{1}{90}$ of a circle + $\frac{1}{90}$ of a circle
 - C. $\frac{1}{100}$ of a circle + $\frac{1}{100}$ of a circle + $\frac{1}{100}$ of a circle
 - D. $\frac{1}{360}$ of a circle + $\frac{1}{360}$ of a circle + $\frac{1}{360}$ of a circle

Session 2—Mathematics (Calculator)

49. Andy and his sister are going to play a game. They need nickels to play the game. Andy changes all of the money shown below to nickels.



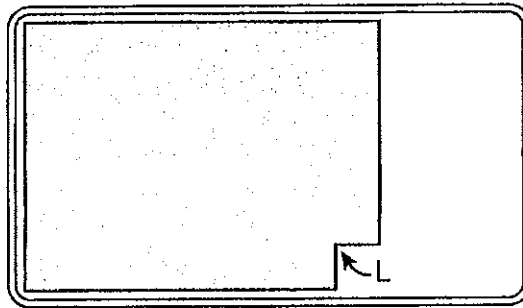
After Andy changes the money to nickels, he still has the same amount of money. He gives half of the nickels to his sister and keeps half to play the game. How many nickels did Andy give his sister?

- A. 15 nickels
- B. 16 nickels
- C. 26 nickels
- D. 32 nickels

Session 2—Mathematics (Calculator)

53. Sheryl made a rectangular cake. The shaded part of the picture shows the remaining portion of the cake after some of it was eaten.

Sheryl's Cake

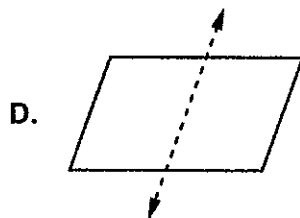
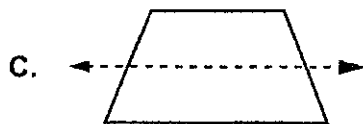
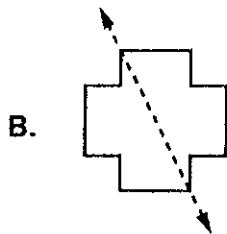
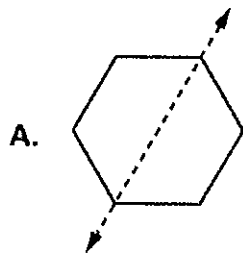


Angle L was created when the last piece of cake was eaten. What type of angle does this appear to be?

- A. acute
 - B. obtuse
 - C. right
 - D. straight
54. Jan scored 3 more points in the basketball game than Salah. Cindy scored 22 points, which was twice as many points as Jan. How many points did Salah score?
- A. 8
 - B. 11
 - C. 14
 - D. 19

Session 2—Mathematics (Calculator)

52. Which shape shows a line of symmetry?

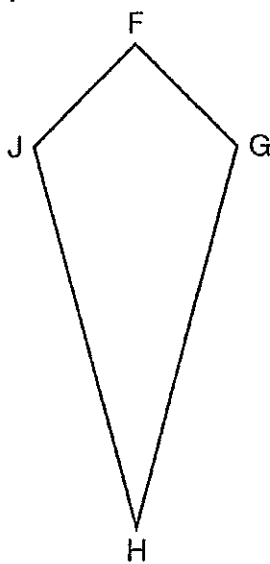


Session 2—Mathematics (Calculator)

56. Rounded to the nearest 10,000, the population of Louisiana was 4,530,000 in 2010. Which number could be the actual population of Louisiana in 2010?

A. 4,500,321
B. 4,524,491
C. 4,533,372
D. 4,535,343

57. Use your protractor to answer the question below.

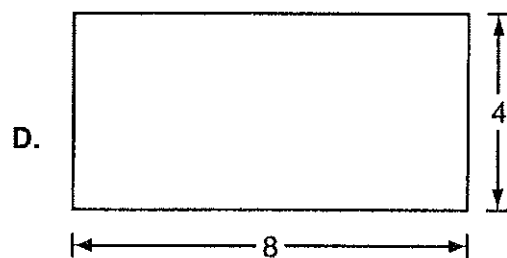
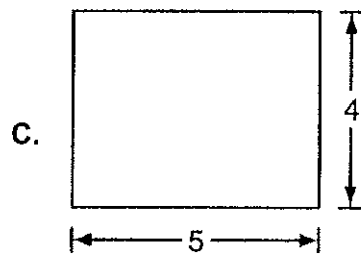
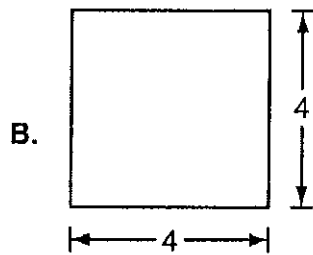
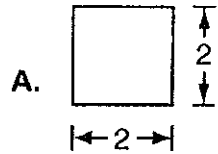


Which measure is **closest** to the measure of angle H?

A. 30°
B. 35°
C. 150°
D. 155°

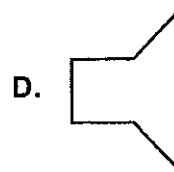
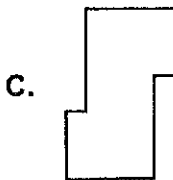
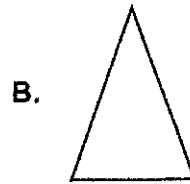
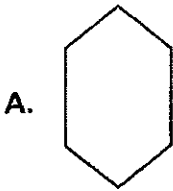
Session 2—Mathematics (Calculator)

55. Ben has a rectangle. The value of the area of his rectangle is half the value of the perimeter. Which rectangle could be Ben's rectangle?

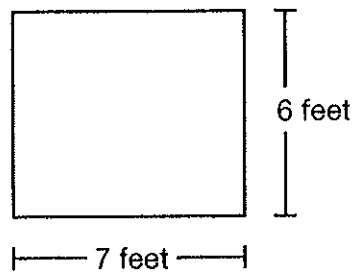


Session 2—Mathematics (Calculator)

59. Which figure has no lines of symmetry?



60. Trilla is designing a sandbox. The floor of the sandbox is shown below.



What is the area of the floor of Trilla's sandbox?

- A. 13 square feet
- B. 26 square feet
- C. 36 square feet
- D. 42 square feet



Session 2—Mathematics (Calculator)

58. Which model and number line show the same fraction?

