



**Directions:** Ask your child to read the passage carefully. Then, answer the questions at the end of the passage. After your child finishes, walk through his/her correct/incorrect answers using the Answer Key.

**Direcciones:** Pídale a su hijo o hija/estudiante que lea el pasaje cuidadosamente. Y que luego responda las preguntas al final del pasaje. Después de que su hijo o hija/estudiante termine, repase sus respuestas correctas/incorrectas usando la Clave de respuestas.

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1. Refer to the passage “Camp Juno.” Why does Tyronne puff out his chest and grin at the end of the story? *Choose the **best** answer.*

**Correct Answer:** The correct answer is “He is proud of his idea.” [b]

**Explanation:** The next sentence says, “This might be his last summer at camp, but it would also be his best.” Tyronne is hoping that his idea for the science project will win the prize this year.

**If your child/student answers the question incorrectly, try the following question prompts/hints:**

**Hint 1:** Tyronne is hoping that his idea for the science project will win the prize this year.

**Hint 2:** Paragraph 17 says, “This might be his last summer at camp, but it would also be his best.” Think about why Tyronne thinks this year will be his best.



**Directions:** Ask your child to read the passage carefully. Then, answer the questions at the end of the passage. After your child finishes, walk through his/her correct/incorrect answers using the Answer Key.

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2. Refer to paragraph 8 of “Camp Juno.” Choose the **two** sentences from paragraph 8 that **best** show how Tyronne’s interest in animals leads to the idea for the science project. *Underline two different sentences from the excerpt below.*

Blake, Dina, and Tyronne went to the cafeteria to get lunch. Dina suggested they eat outside. They sat down beneath a big oak tree. A bird flew overhead and landed on a branch. Tyronne recognized it as a swallow. “Check it out,” he said to his friends, pointing to the bird.

### Correct Answers:

“Tyronne recognized it as a swallow.”

““Check it out,” he said to his friends, pointing to the bird.”

**Explanation:** In the first sentence, Tyronne’s knowledge of animals helps him identify the bird. In the second sentence, Tyronne is interested enough in the bird to point it out to his friends.

**If your child/student answers the question incorrectly, try the following question prompts/hints:**

**Hint 1:** What does Tyronne show knowledge about?

**Hint 2:** What does Tyronne point out to his friends?



**Directions:** Ask your child to read the passage carefully. Then, answer the questions at the end of the passage. After your child finishes, walk through his/her correct/incorrect answers using the Answer Key.

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3. Refer to “Camp Juno.” Which tells how the story might be different if it was told from Mr. Slater’s point of view? *Choose the **best** answer.*

**Correct Answer:** The correct answer is “The reader would not know how Tyronne thought of the idea.” [b]

**Explanation:** Mr. Slater was not there when Tyronne thought of the idea and shared it with his team.

**If your child/student answers the question incorrectly, try the following question prompts/hints:**

**Hint 1:** Paragraph 16 says, “The other team members liked the idea. They outlined the project and handed it over to Mr. Slater for his stamp of approval.” What characters were there when the project was being planned?

**Hint 2:** In paragraph 3 Mr. Slater says, “This is our last summer together, so this time, you all can pick the project.”



**Directions:** Ask your child to read the passage carefully. Then, answer the questions at the end of the passage. After your child finishes, walk through his/her correct/incorrect answers using the Answer Key.

**Direcciones:** Pídale a su hijo o hija/estudiante que lea el pasaje cuidadosamente. Y que luego responda las preguntas al final del pasaje. Después de que su hijo o hija/estudiante termine, repase sus respuestas correctas/incorrectas usando la Clave de respuestas.

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4. Refer to “Camp Juno.” What is the first scene in the story? *Choose the best answer.*

**Correct Answer:** The correct answer is “Tyronne meets with his friends in the workroom.” [c]

**Explanation:** Paragraphs 1 and 2 say, “‘This is my last year here,’ he thought to himself as he hurried to his team’s workroom. . . . When Tyronne walked into the workroom, he saw that Blake, Dina, and the rest of the team were already there.”

**If your child/student answers the question incorrectly, try the following question prompts/hints:**

**Hint 1:** Reread paragraphs 1 and 2 to learn about the first scene in the story.

**Hint 2:** Paragraphs 1 and 2 say, “‘This is my last year here,’ he thought to himself as he hurried to his team’s workroom. . . . When Tyronne walked into the workroom, he saw that Blake, Dina, and the rest of the team were already there.”



**Directions:** Ask your child to read the passage carefully. Then, answer the questions at the end of the passage. After your child finishes, walk through his/her correct/incorrect answers using the Answer Key.

**Direcciones:** Pídale a su hijo o hija/estudiante que lea el pasaje cuidadosamente. Y que luego responda las preguntas al final del pasaje. Después de que su hijo o hija/estudiante termine, repase sus respuestas correctas/incorrectas usando la Clave de respuestas.

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1. Refer to the passage, “Jumping In.” Which sentence from the story **best** tells Jae’s problem? *Choose the **best** answer.*

**Correct Answer:** The correct answer is “I couldn’t go to Min’s party because she was having it at a pool.” (paragraph 4) [a]

**Explanation:** This sentence tells the problem (Jae can’t go to the party) and why it is a problem (the party is at a pool).

**If your child/student answers the question incorrectly, try the following question prompts/hints:**

**Hint 1:** First find the two answer choices that tell about Jae’s problem. Then, choose the best sentence that tells about Jae’s problem.

**Hint 2:** Why can’t Jae go to Min’s party?



**Directions:** Ask your child to read the passage carefully. Then, answer the questions at the end of the passage. After your child finishes, walk through his/her correct/incorrect answers using the Answer Key.

**Direcciones:** Pídale a su hijo o hija/estudiante que lea el pasaje cuidadosamente. Y que luego responda las preguntas al final del pasaje. Después de que su hijo o hija/estudiante termine, repase sus respuestas correctas/incorrectas usando la Clave de respuestas.

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2. Refer to the passage, “Jumping In.” Which word **best** describes Jae? *Choose the best answer.*

**Correct Answer:** The correct answer is “worried.” [d]

**Explanation:** In paragraph 4, Jae says, “Pools made me nervous. They have deep ends with a lot of water in them!” We know that if a person is worried, they are often nervous.

**If your child/student answers the question incorrectly, try the following question prompts/hints:**

**Hint 1:** Reread paragraph 6 to find out about Jae.

**Hint 2:** In paragraph 4, Jae says, “Pools made me nervous. They have deep ends with a lot of water in them!” How does this help you answer the question?



**Directions:** Ask your child to read the passage carefully. Then, answer the questions at the end of the passage. After your child finishes, walk through his/her correct/incorrect answers using the Answer Key.

**Direcciones:** Pídale a su hijo o hija/estudiante que lea el pasaje cuidadosamente. Y que luego responda las preguntas al final del pasaje. Después de que su hijo o hija/estudiante termine, repase sus respuestas correctas/incorrectas usando la Clave de respuestas.

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3. Refer to the passage, “Jumping In.” Which statement would Jae most likely agree with at the end of the story? *Choose the **best** answer.*

**Correct Answer:** The correct answer is “It is safe to try new things.” [d]

**Explanation:** Jae is afraid to try swimming at first, but at the end of the story he says, “I was okay! . . . I would be fine to jump in at Min’s pool party!”

**If your child/student answers the question incorrectly, try the following question prompts/hints:**

**Hint 1:** Reread paragraph 14 to find out how Jae feels at the end of the story.

**Hint 2:** Paragraph 1 says, “I don’t like pink, but I do like parties, so I promised Min that I would go.” What does that tell you about Jae?



**Directions:** Ask your child to read the passage carefully. Then, answer the questions at the end of the passage. After your child finishes, walk through his/her correct/incorrect answers using the Answer Key.

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4. Read the sentence from paragraph 11 of the passage, “Jumping In.”

Mom encouraged, so I took another step, and another, until water sloshed around my waist, and I started shaking.

Choose the word in the sentence that means “helped with something hard.”

Choose the **best** answer.

**Correct Answer:** The correct answer is “encouraged.” [d]

**Explanation:** The word encouraged has the same root as the word “courage.” When you have courage, you can do hard things.

**If your child/student answers the question incorrectly, try the following question prompts/hints:**

**Hint 1:** Reread each answer choice and think about the root words of each choice.

**Hint 2:** Choose the word that has a root word that means “bravery.”





**Directions:** Ask your child to read the passage carefully. Then, answer the questions at the end of the passage. After your child finishes, walk through his/her correct/incorrect answers using the Answer Key.

**Direcciones:** Pídale a su hijo o hija/estudiante que lea el pasaje cuidadosamente. Y que luego responda las preguntas al final del pasaje. Después de que su hijo o hija/estudiante termine, repase sus respuestas correctas/incorrectas usando la Clave de respuestas.

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**Question 1:** Refer to the passage “Waste Not.” Read the sentence from paragraph 4.

By throwing expensive food into the trash, you are harming our family’s budget.

The word in the sentence that is the best clue to the meaning of budget is “fill in the blank.” Choose the best answer from the box to complete the phrase.

**Correct Answer:** (d) expensive

**Explanation:** The correct answer is “expensive.” The problem was more than just throwing food away. Because Julian was throwing expensive food in the trash, he was harming the budget. Expensive means that something costs a lot. A budget is a plan for spending money.

**If your child/student answers the question incorrect, try the following question prompts/hints:**

**Question Prompt 1:** This word is important in the context of the sentence, but it does not relate directly to the meaning of budget.

**Hint 1:** Remember, a context clue is something in the text that helps the reader understand a word or phrase. Which word helps the reader understand what a budget is?

**Hint 2:** Reread the sentence. What do you think the author is stating about the family budget? What did Julian do wrong?



**Directions:** Ask your child to read the passage carefully. Then, answer the questions at the end of the passage. After your child finishes, walk through his/her correct/incorrect answers using the Answer Key.

**Direcciones:** Pídale a su hijo o hija/estudiante que lea el pasaje cuidadosamente. Y que luego responda las preguntas al final del pasaje. Después de que su hijo o hija/estudiante termine, repase sus respuestas correctas/incorrectas usando la Clave de respuestas.

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**Question 2:** Refer to the passage “Waste Not.”

Which statement is an opinion that you, as a reader, could make about the story “Waste Not”?

**Correct Answer:** (c) Julian learned to change his habits faster than most people.

**Explanation:** The correct answer is “Julian learned to change his habits faster than most people.” This is something the reader must decide on his or her own about Julian, because it is not mentioned directly in the story.

**If your child/student answers the question incorrect, try the following question prompts/hints:**

**Hint 1:** What is the difference between a fact and opinion? Things directly stated in the story are facts about the story.

**Hint 2:** All of the answer choices are opinions. Which ones are part of the story? Which one is not?



**Directions:** Ask your child to read the passage carefully. Then, answer the questions at the end of the passage. After your child finishes, walk through his/her correct/incorrect answers using the Answer Key.

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1. Read this sentence from paragraph 5 of the passage, “Different Types of Maps.” Then, read the dictionary entry.

- ▮ Lines that are close together show a steep elevation.
- ▮ **elevation** \ ,e-l -'v -sh n \ *noun*. height above sea level

According to the dictionary entry, which word is **closest** to the meaning of the word elevation in the sentence? Choose the **best** answer.

**Correct Answer:** The correct answer is “rise.” [a]

**Explanation:** The definition says that elevation means “height above sea level.” To go above is to rise.

**If your child/student answers the question incorrectly, try the following question prompts/hints:**

**Hint 1:** Mountains have a high elevation.

**Hint 2:** Think about other words that are related to the word “above.”



**Directions:** Ask your child to read the passage carefully. Then, answer the questions at the end of the passage. After your child finishes, walk through his/her correct/incorrect answers using the Answer Key.

**Direcciones:** Pídale a su hijo o hija/estudiante que lea el pasaje cuidadosamente. Y que luego responda las preguntas al final del pasaje. Después de que su hijo o hija/estudiante termine, repase sus respuestas correctas/incorrectas usando la Clave de respuestas.

2. Refer to the passage, “Different Types of Maps.” Choose the **two** sentences from paragraph 1 that **best** support the conclusion that students should practice using maps in school. *Underline two different sentences from the excerpt below.*

Reading a map is an important skill. Maps help us find our way around. They also help us learn about different places. Imagine how hard it would be to understand the world if you have never seen a globe. Think about how difficult it would be to find your way home from somewhere new without a map. Everyone should learn how to read maps!

**Correct Answers:**

“Reading a map is an important skill.”

“Everyone should learn how to read maps!”

**Explanation:** The first sentence directly addresses the importance of maps and the second sentence says that everyone should learn to read maps. People learn to read maps by practicing, and people learn many things at school.

**If your child/student answers the question incorrectly, try the following question prompts/hints:**

**Hint 1:** Choose one sentence that tells the main idea of the paragraph.

**Hint 2:** People learn to read maps by practicing.



**Directions:** Ask your child to read the passage carefully. Then, answer the questions at the end of the passage. After your child finishes, walk through his/her correct/incorrect answers using the Answer Key.

**Direcciones:** Pídale a su hijo o hija/estudiante que lea el pasaje cuidadosamente. Y que luego responda las preguntas al final del pasaje. Después de que su hijo o hija/estudiante termine, repase sus respuestas correctas/incorrectas usando la Clave de respuestas.

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3. Refer to the passage, “Different Types of Maps.” According to the text and the first map, what is the purpose of a political map? *Choose the **best** answer.*

**Correct Answer:** The correct answer is “to show where countries begin and end.” [d]

**Explanation:** The map shows different colors for the different countries and lines where the countries begin and end.

**If your child/student answers the question incorrectly, try the following question prompts/hints:**

**Hint 1:** Look at the first map. What is the meaning of the lines on the map?

**Hint 2:** Look at the first map. What is the meaning of the colors on the map?



**Directions:** Ask your child to read the passage carefully. Then, answer the questions at the end of the passage. After your child finishes, walk through his/her correct/incorrect answers using the Answer Key.

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4. Refer to the passage, “Different Types of Maps.” Which sentences show a compare-and-contrast relationship? *Choose the **best** answer.*

**Correct Answer:** TThe correct answer is “Topographic maps are similar to physical maps, but with one key difference. These maps have contour lines to show elevation.” (paragraph 5) [d]

**Explanation:** These two sentences compare topographic maps to physical maps.

**If your child/student answers the question incorrectly, try the following question prompts/hints:**

**Hint 1:** Look for words that show that two things are both alike and different.

**Hint 2:** The correct answer names two different types of maps.



**Directions:** Ask your child to read the passage carefully. Then, answer the questions at the end of the passage. After your child finishes, walk through his/her correct/incorrect answers using the Answer Key.

**Direcciones:** Pídale a su hijo o hija/estudiante que lea el pasaje cuidadosamente. Y que luego responda las preguntas al final del pasaje. Después de que su hijo o hija/estudiante termine, repase sus respuestas correctas/incorrectas usando la Clave de respuestas.

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1. Refer to the passage, “A Young Inventor.” Under which subheading can you find the most information about Philo’s earliest invention? *Choose the **best** answer.*

**Correct Answer:** The correct answer is “The Kid.” [c]

**Explanation:** This section explains that Philo invented an electric washing machine when he was 12. This is the first invention mentioned.

**If your child/student answers the question incorrectly, try the following question prompts/hints:**

**Hint 1:** Reread the first two paragraphs of the passage. What was Philo’s first invention?

**Hint 2:** Philo started inventing when he was very young. Where would you be most likely to find information about Philo at this age?



**Directions:** Ask your child to read the passage carefully. Then, answer the questions at the end of the passage. After your child finishes, walk through his/her correct/incorrect answers using the Answer Key.

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2. Refer to the passage, “A Young Inventor.” In what order did Philo take each of the following steps to create and patent his electric television? *In the boxes, write the letter for the correct step that matches the number.*

**Correct Answers:**

Step 1: Philo was inspired by the potato fields. [d]

Step 2: Philo tested his ideas for tubes at college. [c]

Step 3: Philo showed his television to the public. [a]

Step 4: Philo received a patent for his work. [b]

**Explanation:** Paragraph 3 shows us that Philo’s ideas about the television tubes were inspired by the potato crop. In paragraph 4, we learn that Philo went to college and tested those ideas. Later in the same paragraph, we are told that Philo showed his invention to the world in 1927. Finally, paragraph 5 shows that in 1930, Philo received his patent.

**If your child/student answers the question incorrectly, try the following question prompts/hints:**

**Hint 1:** Review paragraphs 3, 4, and 5. Look for sequencing keywords in the text to help you. How might numbers help you determine sequencing in this passage?

**Hint 2:** If you were inventing something, what would you need to do first? What would you do next? What would you need to do before you got a patent?





**Directions:** Ask your child to read the passage carefully. Then, answer the questions at the end of the passage. After your child finishes, walk through his/her correct/incorrect answers using the Answer Key.

**Direcciones:** Pídale a su hijo o hija/estudiante que lea el pasaje cuidadosamente. Y que luego responda las preguntas al final del pasaje. Después de que su hijo o hija/estudiante termine, repase sus respuestas correctas/incorrectas usando la Clave de respuestas.

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**3.** Read this sentence from paragraph 5 of the passage, “A Young Inventor.”

▮ In 1930, Philo was granted a patent for his electronic television.

Which **best** explains the meaning of patent? Choose the **best** answer.

**Correct Answer:** The correct answer is “ownership certificate.” [c]

**Explanation:** The patent meant that other people could not claim the idea for their own.

**If your child/student answers the question incorrectly, try the following question prompts/hints:**

**Hint 1:** Reread the first three sentences of paragraph 5. What do they tell you about how a patent works?

**Hint 2:** Think about what happened with RCN. Why did the company want to challenge Philo Farnsworth? What does this tell you about patents?



**Directions:** Ask your child to read the passage carefully. Then, answer the questions at the end of the passage. After your child finishes, walk through his/her correct/incorrect answers using the Answer Key.

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4. Refer to the passage, “A Young Inventor.” Below are four questions about the text and four sentences. Sort each sentence to the question it best answers. *In the boxes, write the letter for each word or phrase in the correct category. Only one answer should be written under each claim.*

**Correct Answers:**

“The idea for the television was around for a while, but Philo had a new take on it.” [d]

“He realized that long thin tubes of electricity could work the same way.” [c]

“With some money from friends, Philo was able to build a working electronic television.” [b]

“They have gotten thinner, lighter, and clearer. Some televisions continue to use Philo’s tube technology.” [a]

**Explanation:** The sentence about how Philo invented an electric television, not the television in general, best answers the question: *Did Philo invent the television?* The sentence about how Philo was interested in the tubes best answers the question: *What interested Philo about how the potato crops worked?* The sentence that tells us that Philo’s friends gave him money best answers the question: *How did Philo get the money to make a television?* The sentence that tells us that tubes are now thinner, lighter, and clearer best answers the question: *How have televisions changed in the past 100 years?*

**If your child/student answers the question incorrectly, try the following question prompts/hints:**

**Hint 1:** Read the questions carefully. Which sentence from the text would be most helpful in answering this question?

**Hint 2:** Look for keywords in each question. Then, search the sentences from the text for those keywords. Which sentences share keywords with which questions?



**Directions:** Ask your child to read the passage carefully. Then, answer the questions at the end of the passage. After your child finishes, walk through his/her correct/incorrect answers using the Answer Key.

**Direcciones:** Pídale a su hijo o hija/estudiante que lea el pasaje cuidadosamente. Y que luego responda las preguntas al final del pasaje. Después de que su hijo o hija/estudiante termine, repase sus respuestas correctas/incorrectas usando la Clave de respuestas.

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1. Refer to the passage, “Clouds and the Weather.” Which **best** explains what happens to particles that are lighter than air? *Choose the **best** answer.*

**Correct Answer:** The correct answer is “They float.” [d]

**Explanation:** Paragraph 5 explains, “Maybe you have seen a speck of dust or pollen floating in the air. These tiny particles are so small that they are lighter than the air around them.” This causes them to float.

**If your child/student answers the question incorrectly, try the following question prompts/hints:**

**Hint 1:** Reread paragraph 5 to learn what happens to particles that are lighter than air.

**Hint 2:** Particles that weigh more than air fall.



**Directions:** Ask your child to read the passage carefully. Then, answer the questions at the end of the passage. After your child finishes, walk through his/her correct/incorrect answers using the Answer Key.

**Direcciones:** Pídale a su hijo o hija/estudiante que lea el pasaje cuidadosamente. Y que luego responda las preguntas al final del pasaje. Después de que su hijo o hija/estudiante termine, repase sus respuestas correctas/incorrectas usando la Clave de respuestas.

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2. Refer to the passage, “Clouds and the Weather.” Which of the following describes the connection between the sentences in paragraph 3? *Choose the best answer.*

**Correct Answer:** The correct answer is “The sentences compare different types of clouds.” **[b]**

**Explanation:** The sentences tell about how cirrostratus, stratus, and cumulonimbus clouds are alike and different.

**If your child/student answers the question incorrectly, try the following question prompts/hints:**

**Hint 1:** Ask yourself, “What does paragraph 3 say about cirrostratus, stratus, and cumulonimbus clouds?”

**Hint 2:** The sentences in paragraph 3 use the words “like” and “more.”



**Directions:** Ask your child to read the passage carefully. Then, answer the questions at the end of the passage. After your child finishes, walk through his/her correct/incorrect answers using the Answer Key.

**Direcciones:** Pídale a su hijo o hija/estudiante que lea el pasaje cuidadosamente. Y que luego responda las preguntas al final del pasaje. Después de que su hijo o hija/estudiante termine, repase sus respuestas correctas/incorrectas usando la Clave de respuestas.

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3. Refer to the passage, “Clouds and the Weather.” Which cloud would you want to see if you are hoping for sunny weather for a couple of days? *Choose the **best** answer.*

**Correct Answer:** The correct answer is “cirrus.”

**Explanation:** The text says, “Clouds that are thin and wispy or white and puffy tell us that the weather will be clear and sunny. Thin and wispy clouds are called cirrus clouds, and they are very high in the sky.”

**If your child/student answers the question incorrectly, try the following question prompts/hints:**

**Hint 1:** Reread paragraph 3 to find out about different types of rain clouds.

**Hint 2:** Reread paragraph 2 to find out about clouds that show the weather will be clear and sunny.



**Directions:** Ask your child to read the passage carefully. Then, answer the questions at the end of the passage. After your child finishes, walk through his/her correct/incorrect answers using the Answer Key.

**Direcciones:** Pídale a su hijo o hija/estudiante que lea el pasaje cuidadosamente. Y que luego responda las preguntas al final del pasaje. Después de que su hijo o hija/estudiante termine, repase sus respuestas correctas/incorrectas usando la Clave de respuestas.

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4. Refer to the passage, “Clouds and the Weather.” What are cirrus, cumulus, and cumulonimbus clouds like? *In the boxes, write the letter for the description that matches the cloud type.*

**Correct Answers:**

Cirrus: “thin and wispy and high in the sky” [b]

Cumulus: “white and puffy” [a]

Cumulonimbus: “reaches from the ground to the top of the sky” [c]

**Explanation:** A cirrus cloud is thin and wispy and high in the sky. A cumulus cloud is white and puffy. A cumulonimbus cloud reaches from the ground to the top of the sky.

**If your child/student answers the question incorrectly, try the following question prompts/hints:**

**Hint 1:** Look at the top of the sky in the image to see what a cirrus cloud looks like.

**Hint 2:** Look at the bottom of the sky in the image to see what a cumulus cloud looks like.