

Name: _____

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Camp Juno

- (1) Today was the first day of camp. Tyronne felt excited, as always, but he also felt a little sad. “This is my last year here,” he thought to himself as he hurried to his team’s workroom.
- (2) For the past five years, Tyronne and his friends Blake and Dina had gone to Camp Juno every summer. They tackled different kinds of science projects. The best project each summer won a prize, and the winning team got to be interviewed on the radio. Tyronne’s team had never won, though.
- (3) When Tyronne walked into the workroom, he saw that Blake, Dina, and the rest of the team were already there. Mr. Slater, a camp counselor and their team’s leader, smiled. “The gang’s all here, so let’s get started,” Mr. Slater said. “This is our last summer together, so this time, you all can pick the project. Here’s a list with some ideas.”
- (4) They passed the list around. Tyronne’s mind was whirling. There were SO many avenues they could explore!
- (5) Dina spoke first. “We could we build a robot!”
- (6) “Let’s do something with wind tunnels!” piped in another kid.
- (7) They spent the next hour throwing ideas around. They couldn’t agree on anything. Finally, Mr. Slater said, “Okay, guys, take a break. We don’t necessarily have to decide today. Also, if you start something and it’s not working, you can start over.”
- (8) 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. Tyrone recognized it as a swallow. “Check it out,” he said to his friends, pointing to the bird.

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Camp Juno (continued)

(9) “Cool!” Blake exclaimed. “I never pay much attention to birds, honestly, but I like its coloring.”

(10) Blake’s words gave Tyronne an idea. “For our project, what if we do an observation lab? We could see how the birds here interact with their surroundings.”

(11) “Yeah! We could show how they help this place bloom,” Dina added.

(12) “We haven’t focused on the environment in a while, so that might be fun,” said Blake.

(13) A plan was forming in Tyronne’s mind. This could be really big. “Maybe we could finally win the prize,” he said.

(14) “Ooh, then we’d really end our time here with a bang!” Dina exclaimed. She stamped her feet in excitement.

(15) Blake jumped up. “Let’s go run it by everyone!” he said.

(16) The other team members liked the idea. They outlined the project and handed it over to Mr. Slater for his stamp of approval.

(17) Walking back to the cabin later that afternoon, Tyrone puffed out his chest and grinned. This might be his last summer at camp, but it would also be his best.

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Camp Juno: Questions

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.*

- a. He is excited to come back next summer.
- b. He is proud of his idea.
- c. He is glad camp is over.
- d. He is happy he recognized the swallow.

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. Tyrone recognized it as a swallow. “Check it out,” he said to his friends, pointing to the bird.

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Camp Juno: Questions (continued)

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.*

- a. The reader would not know Tyronne’s project idea.
 - b. The reader would not know how Tyronne thought of the idea.
 - c. The reader would not know that Tyronne, Blake, and Dina are friends
 - d. The reader would not know it is Tyronne’s last year at camp.
-

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

- a. Tyronne and his friends eat lunch.
- b. Tyronne and the team outline their project idea.
- c. Tyronne meets with his friends in the workroom.
- d. Tyronne walks back to his cabin.

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Jumping In

- (1) Before I got on the bus, Min ran up to me, yelling, “Jae! Wait up!” She gave me a pink envelope and said, “You have to come to my birthday party!” I don’t like pink, but I do like parties, so I promised Min that I would go.
- (2) On the bus, I sat by my brother, Ishan, who likes to ask a lot of questions. “Where did you get that envelope? What’s in it? Is it from your teacher?” I ignored him and opened Min’s invitation.
- (3) The excitement quickly left me, and I slumped forward. “What’s wrong?” Ishan asked. “Are you in trouble?”
- (4) “No,” I said, but the truth was that I couldn’t swim. Pools made me nervous. They have deep ends with a lot of water in them! I couldn’t go to Min’s party because she was having it at a pool.
- (5) When I told my mother this, she said, “Come on, Jae, you can’t disappoint Min because you’re scared. I’ll help you learn how to swim!”
- (6) “She should be worried,” I thought. “Doesn’t Mom know I could drown?” I asked her that, but she said it was nonsense, because if I started to drown, someone would save me. That did not cheer me up. It would be scary to even start to drown.
- (7) Mom took me and Ishan to the gym. Ishan hopped into the baby pool there happily, and I slowly put my feet in. The water was warm like a bath and didn’t even go up to my knees. I felt silly, standing among the toddlers in the baby pool.
- (8) “You okay?” Mom asked. Of course, I was! The kiddie pool was shallow. Over in the big kid pool, kids were screaming—with laughter or with fear, it was hard to tell.
- (9) “You’ll float like a rubber duck,” Mom promised.

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Jumping In (continued)

- (10) I went over to the bigger pool and took one step down the stairs, but only one step. After all, I didn't want to be foolish.
- (11) "You can do it!" Mom encouraged, so I took another step, and another, until water sloshed around my waist, and I started shaking.
- (12) "Is it cold?" Ishan asked. I stopped worrying and focused. The water wasn't cold, but it felt heavy against me, though my legs felt really light. I guessed that I could get in the pool at Min's party and simply stand there, and that would be fine.
- (13) Suddenly, a ball splashed water in my face. Sputtering, I heard someone yell, "Toss it here!" I reached for the ball, but it darted away on the water, so I reached farther. In a moment, I was completely under the water, my whole face and everything. I pushed my feet against the pool floor so that my head would come up over the water.
- (14) I was okay! I got the ball and tossed it to the kid. I smiled when I saw Mom and Ishan clapping for me. I would be fine to jump in at Min's pool party!

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Jumping In: Questions

1. Refer to the passage, “Jumping In.” Which sentence from the story **best** tells Jae’s problem? *Choose the **best** answer.*
 - a. “I couldn’t go to Min’s party because she was having it at a pool.” (paragraph 4)
 - b. “Ishan hopped into the baby pool there happily, and I slowly put my feet in.” (paragraph 7)
 - c. “Over in the big kid pool, kids were screaming—with laughter or with fear, it was hard to tell.” (paragraph 8)
 - d. “On the bus, I sat by my brother, Ishan, who likes to ask a lot of questions.” (paragraph 2)

2. Refer to the passage, “Jumping In.” Which word **best** describes Jae? *Choose the **best** answer.*
 - a. wild
 - b. bold
 - c. adventurous
 - d. worried

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.*
 - a. Parties are not fun.
 - b. Pools are scary.
 - c. It is not fun to try something new.
 - d. It is safe to try new things.

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Jumping In: Questions (continued)

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.

- a. took
- b. shaking
- c. sloshed
- d. encouraged

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Waste Not

- (1) Julian was known in his family for wasting food. He often left apples half eaten or threw away boxes of crackers when there were still a few left in the bottom. He also rarely finished his dinner and sometimes threw away parts of his lunch at school. Julian's parents asked him to stop, but Julian didn't see the problem. Sometimes he was not hungry, and he did not think he was wasting much food.
- (2) One night after dinner, Julian went to scrap his half-full plate of food into the garbage. His mom stopped him right away.
- (3) "Son!" his mom said. "This wastefulness has to stop." The tone of his mom's voice told Julian that she was very serious.
- (4) "When you waste this food you are doing a lot of harm," his mom explained. "By not eating enough nutritious food, you are harming your body. By throwing expensive food into the trash, you are harming our family's budget. And, by filling our landfills with food waste, you are harming the environment."
- (5) Julian stayed silent and thought for a moment. His parents had never before explained why throwing away food was so bad. He felt terrible for harming his family, and he was shocked to learn that he was also harming the environment. Julian thought of himself as "green." He always recycled, and he'd worked on projects to clean up his local river.
- (6) After apologizing to his parents, Julian promised to stop wasting food. Then, Julian asked how food waste affects the environment. His mom explained that when uneaten food breaks down in a landfill, it produces a harmful gas. His dad pointed out that when food is wasted the water and energy used to make or deliver that food is wasted, too.
- (7) After talking to his parents, a light bulb went off in Julian's head. Julian decided to

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Waste Not (continued)

help other kids reduce their food waste. He talked to his principal and asked if his school could start a food-sharing table. The table would be a place where students could leave unwanted food. Other students could take the food or it could be donated to those who need it. Teachers would make sure the food was safe for all students to eat. Julian thought that this could help keep food out of the trash. It could also make sure all students get enough to eat.

- (8) Julian eventually learned to pack only as much food in his lunch as he needed. He also learned to put only as much food on his plate as he thought he could eat. It didn't take long for Julian to change from a food-waster to a food-saver.
-

Waste Not: Questions

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

- (1) . Choose the best answer from the box to complete the phrase.

1

- a. harming
- b. trash
- c. throwing
- d. expensive

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Waste Not: Questions (continued)

2. Refer to the passage “Waste Not.” Which statement is an opinion that you, as a reader, could make about the story “Waste Not”? *Choose the best answer.*
- a. Julian felt he could get other people to reduce food waste also.
 - b. At first, Julian did not think he was wasting food.
 - c. Julian learned to change his habits faster than most people.
 - d. Julian was surprised to find out that his actions were harming the environment.
-
3. Refer to the passage “Waste Not.” Which question can be answered by reading paragraph 5? *Choose the best answer.*
- a. How did Julian feel when he realized wasting food was harmful?
 - b. What did Julian decide to do to help reduce food waste?
 - c. How did Julian know that his mom was upset about his food waste?
 - d. How does wasting food harm the environment?
-
4. Refer to the passage “Waste Not.” Which sentence describes what made Julian “change from a food-waster to a food-saver”? *Choose the best answer.*
- a. First, his parents showed him how to set up a food program at school. Then, he got other students to join his new program.
 - b. First, his parents told him the harm that wasting food caused. Then, he started a program in school to help reduce waste.
 - c. First, his parents told him that he was wasting food. Then, he decided to research food waste at school.
 - d. First, he wasted food all the time. Then, he decided to save food and reduce waste only at home.

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Different Types of Maps

(1) 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!

(2) Learning to read a map is not as easy as it might sound. There are many different types of maps to learn to read. The most common type of maps are road maps. These are probably what you think of when you think of reading a map. Road maps show the different roads in an area. They are used when you need to figure out how to get from place to place. Road maps are very detailed and are used to give directions.



This is a political map of the world.

(3) Road maps are certainly not the only type of map! Political maps show where different places are. On political maps, you can see where one place stops and another place begins. When we look at world maps, these are often political maps. They show where one country stops and another one begins.

(4) Physical maps show the different physical features of places. They might show mountains, rivers, lakes, and forests. These different features are often shown with different colors. For example, rivers might be blue and forests might be green. Looking at the different colors in the different places can give you an idea of the land and water.

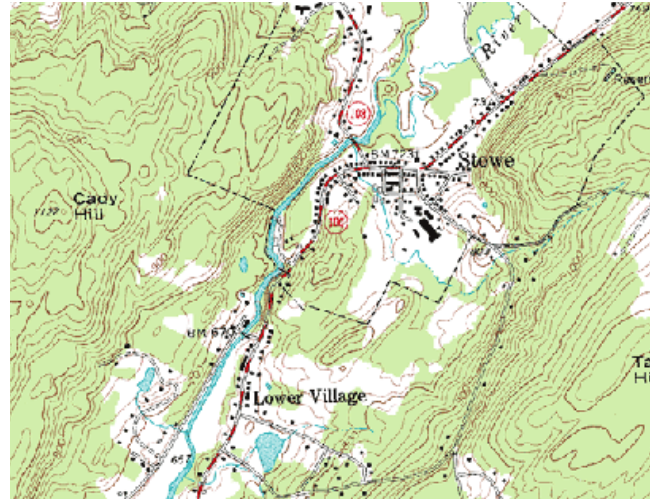
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Different Types of Maps (continued)

(5) Topographic maps are similar to physical maps, but with one key difference. These maps have contour lines to show elevation. The lines show how elevation changes from place to place. Lines that are close together show a steep elevation. Looking at topographic maps can give us a sense of the land in certain areas.



This topographic map uses contour lines to show the elevation of land around Stowe, Vermont.

(6) Climatic maps show the climate, or typical weather, of different areas.

Like with physical maps, these differences are usually shown through different colors. Looking at climatic maps can show us how certain areas may be rainier or sunnier than other areas.

(7) Maps often contain symbols. Symbols can be a great way to show things without taking up a lot of map space. Common symbols are dots to represent cities and stars to represent capitals. There can also be different kinds of lines for different types of roads and highways. Symbols help us understand more about the maps that we read.

(8) Learning to read maps is an important skill. Maps help us learn how to get around. Different types of maps can teach us different things. Learning how to read all kinds of maps will help you learn more about places near—and far away—from you.

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Different Types of Maps: Questions

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.

- a. rise
- b. water
- c. change
- d. drop

-
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!

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Different Types of Maps: Questions (continued)

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.*

- a. to show mountains
 - b. to show different roads in an area
 - c. to show forests
 - d. to show where countries begin and end
-

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

- a. “Learning to read a map is not as easy as it might sound. There are many different types of maps to learn to read.” (paragraph 2)
- b. “Physical maps show the different physical features of places. They might show mountains, rivers, lakes, and forests.” (paragraph 4)
- c. “Road maps show the different roads in an area. They are used when you need to figure out how to get from place to place.” (paragraph 2)
- d. “Topographic maps are similar to physical maps, but with one key difference. These maps have contour lines to show elevation.” (paragraph 5)

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A Young Inventor

- (1) Coming up with a new invention can be hard. A person needs to have fresh ideas and a new way of looking at things. That is why kids make great inventors. In fact, a kid made one of the most important inventions of our time. Philo Farnsworth was only 14 years old when he invented the modern television. The idea for the television was around for a while, but Philo had a new take on it. His idea changed everything.

The Kid

- (2) Philo was born in 1906 in Utah. By age 6, he knew that he wanted to be an inventor. He was curious about how things worked. He helped out with his family's farm and often thought of ways to improve things. At age 12, he built his family's first electric washing machine. Electricity was not common at the time. Fewer than half of the homes in America had electric lighting. Philo liked to study electricity and knew it was the future.

The Idea

- (3) Philo studied other inventors. He knew about televisions that used mechanics, or moving parts, to display images. This made everything slow. Philo thought electricity could speed things up, but he was not sure how. At age 14, he was riding back to his farm from school when an idea came to him. He looked at the long, thin lines of potato crops in the field. From a distance, they almost made an image. He realized that long, thin tubes of electricity could work the same way. The young Philo knew what he wanted to invent.

The Work

- (4) At age 16, Philo went to college to continue his studies. There, he learned that his idea for the tubes could work. Then, two years into school, his father died. Philo

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A Young Inventor (continued)

had to leave school to help his family. Still, he never gave up. With some money from friends, Philo was able to build a working electronic television. In 1927, he showed off his invention to the world. By age 21, Philo created something that was unimaginable to most people at that time.

The Patents

- (5) In 1930, Philo was granted a patent for his electronic television. This patent stated that Philo Farnsworth was the first to invent the electronic television. Others could not claim the idea and use it as their own. A large electronic company, RCN, challenged Philo's patent. They claimed that their electronic television was the first. Eventually, they came to an agreement. RCN paid Philo one million dollars and used his ideas in their televisions. RCN became a multi-million dollar television company. Philo continued to invent. In his lifetime, he was granted nearly 300 patents.
- (6) Over the past 100 years, televisions have changed a lot. They have gotten thinner, lighter, and clearer. Some televisions continue to use Philo's tube technology. Who knew that a 14-year-old kid looking at a field would change the way we look at television?

A Young Inventor: Questions

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.*
- a. The Work
 - b. The Idea
 - c. The Kid
 - d. The Patents

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A Young Inventor: Questions (continued)

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.*

Step 1

a. Philo showed his television to the public.

Step 2

b. Philo received a patent for his work.

Step 3

c. Philo tested his ideas for tubes at college.

Step 4

d. Philo was inspired by the potato fields.

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.*

- a. invention description
- b. written agreement
- c. ownership certificate
- d. spoken description

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A Young Inventor: Questions (continued)

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.*

Did Philo invent the television?	What interested Philo about how the potato crops worked?	How did Philo get the money to make a television?	How have televisions changed in the past 100 years?
□	□	□	□

- a. “They have gotten thinner, lighter, and clearer. Some televisions continue to use Philo’s tube technology.”
- b. “With some money from friends, Philo was able to build a working electronic television.”
- c. “He realized that long thin tubes of electricity could work the same way.”
- d. “The idea for the television was around for a while, but Philo had a new take on it.”

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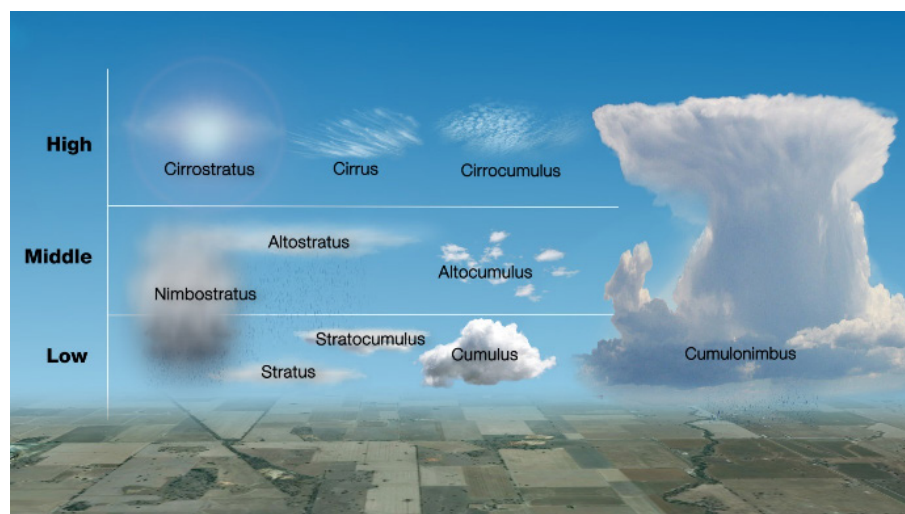
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Clouds and the Weather

- (1) If you look up in the sky on a sunny day, you will probably see white, fluffy clouds. If the weather is stormy, you will see clouds in the sky as well, but these clouds will be dark and gray. You may even wake up one morning and see a cloud right outside your window! Clouds that are close to the ground are called fog. There are many different types of clouds, and the types of clouds you see say a lot about what type of weather you can expect.
- (2) 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. The white and puffy clouds are called cumulus clouds, and they are much closer to the ground.
- (3) Other types of clouds tell us that it will rain. Cirrostratus clouds are high in the sky and look like white sheets. If you see this type of cloud, it will probably rain in a day or two. Stratus clouds look like cirrostratus clouds but are dark gray in color, and they are also much closer to the ground. A stratus cloud is a rain cloud, but it usually makes only light rain. Other types of rain clouds will bring much more rain. A cumulonimbus cloud is a very big cloud that reaches from near the

ground all the way to the top of the sky, and it can cause heavy thunderstorms, snow, and hail.



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Clouds and the Weather (continued)

- (4) No matter what type they are, all clouds are made of tiny drops of water. When water in lakes and oceans becomes warm, it turns to vapor and starts to rise into the air. The higher the vapor rises, the cooler it gets until finally it becomes so cool that it turns back into water. When enough drops of water come together in the sky, they become clouds.
- (5) But how do these drops of water float in the air without falling? 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. The drops of water that form clouds are also very small. The warm vapor under them helps hold them in the air. But when the clouds contain so much water that they become heavy, they can no longer float in the air. The drops of water then fall in the form of rain.
-

Clouds and the Weather: Questions

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.*
- a. They turn to vapor.
 - b. They fall.
 - c. They stick together.
 - d. They float.

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Clouds and the Weather: Questions (continued)

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.*

- a. The sentences compare different types of storms.
 - b. The sentences compare different types of clouds.
 - c. The sentences tell why clouds form in the sky.
 - d. The sentences tell why rain comes from clouds.
-

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.*

- a. Cirrus
 - b. Stratus
 - c. Cirrostratus
 - d. Cumulonimbus
-

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.*

Cirrus

a. White and puffy

Cumulus

b. Thin and wispy and high in the sky

Cumulonimbus

c. Reaches from the ground to the top of the sky