

1. What kind of animal is a butterfly?

- A. Butterflies are reptiles.
- B. **Butterflies are insects.**
- C. Butterflies are mammals.

2. The text describes the different steps in a butterfly's life. What are butterflies when they first hatch?

- A. **Butterflies hatch as caterpillars.**
- B. Butterflies hatch as fully grown butterflies.
- C. Butterflies hatch as worms.

3. Read the following sentences from the text:

"A butterfly's life begins in a special way. First, a mother butterfly lays an egg on a leaf."

"During the time as a chrysalis, the caterpillar slowly changes. The parts of a butterfly begin to form, like the wings, legs, and antennae."

"Weeks or months later, a new creature pops out of the chrysalis shell. It has become a butterfly!"

Based on this information, where does the caterpillar turn into a butterfly?

- A. **inside its shell as a chrysalis**
- B. on a leaf near the mother butterfly
- C. inside the egg the mother butterfly lays

4. What is "A Butterfly's Life" mostly about?

- A. **the life of a butterfly**
- B. how butterflies lay eggs
- C. what butterflies eat

5. What can you often see butterflies around?

You can often see butterflies around

Suggested answer: You can often see butterflies around *colorful flowers*.

6. What did you learn from "A Butterfly's Life"?

Suggested answer: Answers may vary.

7. Class Discussion Question: Use information from the text to summarize the steps in the life of a butterfly.

Suggested answer: First, a mother butterfly lays an egg on a leaf. Then, a caterpillar hatches from the egg. When the caterpillar is big enough, it becomes a chrysalis. During the time as a chrysalis, the caterpillar turns into a butterfly. Finally, the butterfly pops out of its chrysalis shell and flies away!

8. Draw a butterfly that has just emerged from its chrysalis shell.

Suggested answer: Students' pictures may vary but should include a butterfly with wings, legs, and antennae fluttering its wings or flying. An advanced picture might also include colorful flowers near the butterfly.

1. When is Flag Day in America?

- A. July 4th
- B. **June 14th**
- C. December 25th

2. What holiday does this passage describe?

- A. Independence Day
- B. **Flag Day**
- C. Memorial Day

3. Flag Day is a time to celebrate the American flag and the important things it stands for. What part of the passage shows us that this is true?

- A. "The American flag is red, white, and blue."
- B. **"Many people honor the American flag on that day."**
- C. "We see the flag on many holidays."

4. What is the theme of "Celebrate Flag Day"?

- A. parades and why people have them
- B. **Flag Day and the American flag**
- C. American holidays

5. How many stars and stripes does the American flag have?

Suggested answer: The American flag has *50 stars and 13 stripes*.

6. What did you learn from "Celebrate Flag Day"?

Suggested answer: Answers may vary and should be supported by the passage.

7. Class Discussion Question: List the places where the American flag can be seen. Then discuss why people display the American flag.

Suggested answer: Answers may vary but students should identify that you can see the flag: in parades, on people's houses, on buildings in towns, at schools, and on many holidays. People display the flag to honor it.

8. Draw the American flag.

Suggested answer: Students' pictures should depict the American flag. Ideally, the flag will have 13 stripes, 50 stars, and be red, white, and blue. Exceptional pictures will include white stars on a blue background in the upper left hand corner and have red stripes on the top and bottom of the flag (alternating with white in between).

1. What did Carl want to do?

- A. **grow a garden**
- B. buy flowers
- C. talk with his neighbors

2. What does Carl plant in his garden in the *beginning* of the story?

- A. tomatoes
- B. vegetables
- C. **flower seeds**

3. Mr. Brown's vegetable plants were probably big and heavy. What information from the passage shows us that this is true?

- A. Mr. Brown's vegetables were first growing in pots.
- B. Mr. Brown had tomato stakes.
- C. **Mr. Brown's vegetable plants that Carl planted kept falling over**

4. What is "Carl's Garden Problem" mostly about?

- A. **Carl planting a garden**
- B. how to support plants with stakes
- C. Carl and his neighbors

5. What was Carl's garden problem?

Suggested answer: Carl's garden problem was his vegetables kept falling over.

6. What did you learn from "Carl's Garden Problem"?

Suggested answer: Answers may vary and should be supported by the passage.

7. Class Discussion Question: Explain how Carl solves his garden problem. Be sure to explain what Carl's problem was.

Suggested answer: Answers may vary but students should explain that Carl's problem was that his vegetable plants kept falling over. To solve this problem, Mr. Brown gave Carl long, thin tomato stakes. Mr. Brown puts the stakes into the ground (next to each plant). This solves Carl's problem because instead of falling over, the plants lean on the stakes.

8. Draw a picture of Carl planting the vegetables Mr. Brown gave Carl.

Suggested answer: Students' pictures may vary but should include Carl putting well-established vegetable plants into his garden with Mr. Brown. Advanced pictures will show that some of the plants are falling over, and may even include details such as big leaves or vegetables which make the plants so heavy that they fall.

1. What is transportation?

- A. **how people and things get from one place to another**
- B. a place where many people live and work
- C. the way people make cars, buses, and trains

2. What does the text list and describe?

- A. different kinds of cities
- B. different kinds of cars
- C. **different kinds of public transportation**

3. The word "public" means having to do with all the people in a community.

Transportation is how people and things get from one place to another.

What does "public transportation" mean?

A. Public transportation is something all the people in a community can use to learn.

B. **Public transportation is something all the people in a community can use to get from one place to another.**

C. Public transportation is something all the people in a community can use to cook food

4. What is the main idea of this text?

A. Subways are the fastest way to get around a city.

B. **People use public transportation to get around cities.**

C. Lots of people live in a city.

5. What kind of public transportation stops at certain places to pick people up?

A kind of public transportation that stops at certain places to pick people up is a _____.

Suggested answer: *bus*

6. What did you learn from "Getting Around Cities"?

Suggested answer: Answers may vary but should be supported by the text.

7. Class Discussion Question: Describe at least two kinds of transportation described in the text. Use information from the text in your answer.

Suggested answer: Answers may vary but students may describe buses, trains, or subways using information from the text.

8. Draw a picture of a person using public transportation.

Suggested answer: Students' pictures may vary but should show a person on a bus, train, or subway train. If your students are struggling with this activity, direct them to the picture of a bus at the top of the article. Advanced pictures will depict many people going to work or school.

1. Why does the speaker of the poem climb up?

- A. to go down a slide
- B. to get hit in the nose
- C. **to get a drink**

2. Some words in this poem rhyme. What are two words in the poem that rhyme?

- A. "down" and "any"
- B. **"small" and "all"**
- C. "up" and "right"

3. The speaker of the poem has trouble using a drinking fountain.

What information from the poem supports this statement?

- A. **When the speaker turns it down, the water of the drinking fountain becomes too small to drink.**
- B. When the speaker climbs up to the drinking fountain, the speaker is not tall enough to reach the water.
- C. When the speaker turns it up, the water of the drinking fountain becomes too small to drink.

4. What is "The Drinking Fountain" mostly about?

- A. someone who is too short to use a drinking fountain
- B. **someone who has trouble getting a drink from a drinking fountain**
- C. someone who likes to drink water but does not like to drink milk

5. What happens when the speaker of the poem turns the water up?

The water hits the speaker on

Suggested answer: the nose

6. What did you learn from "The Drinking Fountain"?

Suggested answer: Answers may vary and should be supported by the poem.

7. What does the word "it" refer to in this poem? Support your answer with information from the poem.

Suggested answer: Answers may vary but should be supported by the text. For example, students may respond that "it" refers to the drinking fountain itself. The speaker of the poem turns "it" up and down in an effort to get a drink. Students may also argue that the meaning of "it" changes from the beginning of the poem to the end. The last use of "it" in "make it small" seems to refer to the stream of water itself, not the fountain.

8. Draw a picture of what happens when the speaker turns the water up.

Suggested answer: Students' pictures should show someone getting hit in the nose by a stream of water from a drinking fountain.

1. What can fruit grow on?

- A. Fruit can grow on seeds, stems, and leaves.
- B. **Fruit can grow on trees, vines, or bushes.**
- C. Fruit can grow on rocks, dirt, and water.

2. The text describes fruits. What do all fruits have in common?

- A. All fruits have many seeds.
- B. All fruits grow on vines.
- C. **All fruits have at least one seed.**

3. Different fruits have different numbers of seeds. Which information from the text shows us this is true?

- A. **A coconut has one seed. A pumpkin has many small seeds.**
- B. Apples grow on trees. Grapes grow on vines.
- C. Seeds are important because they can grow into new plants.

4. What is the main idea in "Fruits Have Seeds"?

- A. Coconuts have only one seed.
- B. Fruits grow in different ways.
- C. **All fruits have seeds.**

5. What can seeds grow into?

Seed can grow into

Suggested answer: Seed can grow into new plants.

6. What did you learn from "Fruits Have Seeds"?

Suggested answer: Answers may vary.

7. Class Discussion Question: Seeds from fruit can grow into new plants. What must happen first before these seeds can grow into new plants? Use information from the text to support your answer.

Suggested answer: Students should communicate that seeds have to fall to the ground in order for the seeds to grow into new plants.

8. Draw a fruit mentioned in the text that has one seed and a fruit that has many seeds. Be sure to label each fruit.

Suggested answer: Students' pictures may vary but should depict either a peach or coconut as a fruit with one seed and either a pumpkin or strawberry as a fruit that has many seeds. The pictures should be labeled accurately.

1. Who is Tara?

- A. Troy's friend
- B. **Troy's sister**
- C. the girl at the counter

2. Where does Troy take Tara for her special treat?

- A. the movie theater
- B. the toy store
- C. **the ice cream store**

3. Read the following sentences from the story: "Troy was excited. He had saved \$5 to buy his sister a special treat. It was Tara's birthday."

Why did Troy want to buy Tara a special treat?

- A. **It was Tara's birthday.**
- B. Troy likes to surprise Tara.
- C. Tara did Troy's chores.

4. What is "Troy's Treat" mainly about?

- A. buying an ice cream sundae
- B. **Troy treating his sister Tara for her birthday**
- C. how Troy saved \$5

5. What was Troy's surprise for his sister?

Suggested answer: Answers should indicate “a treat.”

6. What did you learn from "Troy's Treat"?

Suggested answer: Answers may vary and should be supported by the passage.

7. Class Discussion Question: At the end of the passage, Troy gets a surprise as well. Why is Troy most likely surprised?

Suggested answer: Answers may vary but students should explain that Troy learns that there is a special sale so he can buy 2 sundaes, one for Tara and one for himself, with the \$5 that he saved for Tara's treat.

8. Draw a picture of Troy treating his sister for her birthday.

Suggested answer: Students' pictures may vary but should include Troy and his sister in an ice-cream store. Advanced pictures might include such additional details as a girl behind the counter or a sign listing the price of the sundae.

Rainbows appear in the sky only if the sun is doing what?

- A. setting
- B. **shining**
- C. rising

The text explains how rainbows are formed. What does sunlight need to shine through for a rainbow to appear?

- A. **Sunlight needs to shine through the water in rain for a rainbow to appear.**
- B. Sunlight needs to shine through dark gray clouds for a rainbow to appear.
- C. Sunlight needs to shine through a cloudless blue sky for a rainbow to appear.

Rainbows appear when sunlight shines through drops of rain. The drops bend the light, and the colors spread out. Based on this information, when do rainbows appear?

- A. **Rainbows appear on days when it is both sunny and rainy.**
- B. Rainbows appear on days when it is just rainy.
- C. Rainbows appear on days when it is just sunny.

4. What is "What Is a Rainbow?" mainly about?

- A. how clouds are formed
- B. what makes the sun shine
- C. **how rainbows are formed**

5. What colors make up sunlight?

The colors that make up sunlight are red,
orange, yellow, green,

Suggested answer: The colors that make up sunlight are red, orange, yellow, green, *blue, indigo, and violet.*

6. What did you learn from "What Is a Rainbow"?

Suggested answer: Answers may vary.

7. Class Discussion Question: Use information from the text to explain how rainbows are formed.

Suggested answer: Rainbows are formed when sunlight shines through raindrops. The raindrops (which are really water) bend the sunlight (which otherwise looks white), spreading out all of its colors. Then you see a rainbow.

8. Draw a picture of a rainbow.

Suggested answer: Students' pictures may vary but should include a rainbow that ideally includes all the colors listed in the text in the correct order (red on top followed by orange, yellow, green, blue, indigo, and violet). Advanced pictures may show sun and rain.

1. What big object did a farmer in Argentina find?
 - A. a big tree
 - B. **a dinosaur bone**
 - C. an old car

2. What happened after José realized that the object the farmer found was a dinosaur bone?
 - A. **José and other scientists found more bones.**
 - B. José and other scientists decided to leave.
 - C. José couldn't find any more dinosaur bones.

3. Scientists could tell that the *Argentinosaurus* was a very large animal from its bones.
What sentence from the text supports this conclusion?
 - A. "Scientists have found many fossils in Argentina."
 - B. **"Scientists think *Argentinosaurus* was one of the largest land animals in the world."**
 - C. "A farmer in Argentina found a big object on his farm."

4. What is the main idea of this text?
 - A. Elephants are large animals, but not as big as dinosaurs were.
 - B. Farmers in Argentina find dinosaur bones all the time on their farms.
 - C. **Scientists in Argentina found bones from a dinosaur they called the *Argentinosaurus*.**

5. What did José study?

He studied _____.

Suggested answer: dinosaur fossils

6. What did you learn from "Discovering a Dinosaur?"

Suggested answer: Answers may vary but should be supported by evidence from the text.

7. **Class Discussion Question:** How do you think the scientists figured out that the *Argentinosaurus* was one of the largest land animals?

Suggested answer: Students could discuss the fact that scientists found bones that they could use to tell what the dinosaur looked like. From how big these bones were, scientists could tell that the dinosaur was very large.

8. Draw a picture of the fossil that a farmer found on his farm in Argentina.

Suggested answer: Drawings could include a picture of a leg bone in a field, or of several dinosaur bones in the ground.

1. What is the summer solstice?

- A. The summer solstice is the hottest day of the year.
- B. **The summer solstice is the longest day of the year.**
- C. The summer solstice is the shortest day of the year.

2. The text explains why we have summer. Why do we have summer?

- A. Summer starts on the longest day of the year.
- B. Summer days are warm, long, and sunny.
- C. **Earth tilts as it travels around the sun.**

3. When the earth's southern half is tilted away from the sun, it is winter in the southern part of Earth. What season does the southern part of Earth have when it is tilted towards the sun?

- A. winter
- B. **summer**
- C. fall

4. What is "Why Do We Have Summer?" mainly about?

- A. **why we have summer**
- B. the northern half of Earth
- C. what summer days are like

5. What season is it in the southern half of Earth when people in the northern half have summer?

It is

Suggested answer: It is *winter*.

6. Please draw the earth as the northern half tilts towards the sun. Color the half of Earth which has summer red. Color the half of Earth which has winter blue.

Suggested answer: Students' pictures should depict the northern half of the earth tilting towards the sun as the southern half tilts away from the sun. The northern half should be colored red, and the southern half should be colored blue.

7. What did you learn from "Why Do We Have Summer"?

Suggested answer: Answers may vary.

8. Class Discussion Question: Use information from the text to explain why summer days are warm and long.

Suggested answer: The part of Earth that is tilted towards the sun has summer and gets more sunlight, so the days are warm and long.