

Test Prep

Toolkit



Table of contents



Section 1 – Teacher Tips	3
Using Read & Respond for Reading Comprehension	4
Using Break It Down to practice citing evidence to support analysis	5
Using Discuss Mode for Writing Prompts	6
Building Vocabulary with Vocab Cards and the Vocab Game	7
Using SEL Lessons to Encourage Positive Mindset	8
Section 2 – “Test-taking Vocabulary” Lesson Plan	9
Section 3 – Student Activities	
Test-Taking Vocabulary Read & Respond	11
Test-Taking Vocabulary Activity	18
Test-Taking Vocabulary Rap	22
Test-Taking Strategies Read & Respond	23
Test-Taking Strategies Activity	26
ELA Practice	
Making Inferences Read & Respond	27
Making Inferences Activity	30
Main Idea Read & Respond	32
Main Idea Activity	34
Summarizing Read & Respond	35
Summarizing Activity	38
Math Practice	
Word Problems Read & Respond	41
Word Problems Activity	46

Section 1

Teachers tips



Don't be stressed by the tests! As high-stakes testing season begins, help your students prepare with Flocabulary's standards-aligned content. Follow the tips below to support students as they prepare for the tests to come!

The screenshot shows the Flocabulary interface. On the left is a sidebar with icons for VIDEO, VOCAB CARDS, VOCAB GAME, BREAK IT DOWN, and READ & RESPOND. The main area displays a video player with a math problem $20 \div 2$ and a school of colorful fish. The video player includes a play button, a progress bar, and options for LYRICS, QUICK REVIEW, and DISCUSS. Arrows point from the sidebar icons to the corresponding tips below.

- **Vocab Cards** target tier 2 and tier 3 vocabulary acquisition.
- **Vocab Game** assesses tier 2 and tier 3 vocabular.
- **Read & Respond** builds reading comprehension skills.
- **Break It Down** builds evidence citing habits.

Use Read & Respond For Reading Comprehension

Read & Respond is a great way to build reading comprehension, a key to unlocking success on standardized tests.

During King's time studying theology, he learned about the work of Mahatma Gandhi. Gandhi was an activist in the country of India. He used nonviolent, or peaceful, tactics to win freedom for his country. King admired Gandhi's work. He began to think that African-American people in the United States could also use nonviolence to protest unjust laws. King traveled over 6 million miles around the US, giving speeches and supporting nonviolent protests. He led marches and boycotts and joined sit-ins. A sit-in is a form of protest in which people sit in a place and refuse to leave. During the Civil Rights Movement, African Americans held sit-ins at restaurants that wouldn't serve them.

Which of the following best describes the relationship between King and Gandhi?

- ☐ A King and Gandhi were good friends and worked together.
- ☐ B King didn't like Gandhi's work and fought against it.
- ☐ C Gandhi studied King's work and brought King's ideas to India.
- ☒ D King liked Gandhi's work and tried to do similar work in the US.

According to the passage, King "learned about the work of Mahatma Gandhi," who "used nonviolent, or peaceful, tactics to win freedom for his country. King admired Gandhi's work" and "began to think that African-American people in the United States could also use nonviolence to protest unjust laws."

BACK NEXT SKIP

Read & Respond is an assignable feature available on all Flocabulary lessons and includes a set of 3-10 reading passages, each with a multiple choice question. The questions are designed to closely model those frequently seen on standardized tests. Students will make inferences, determine the main idea, and analyze structure, word choice, author's purpose and more. Assign it to your students and have them practice reading these shorter texts in preparation for the longer ones they'll find on upcoming tests, increasing their reading stamina, too!

Flocab Recommends

Upon completing a Read & Respond question, students see an answer explanation that points to text evidence supporting the correct answer. You can have students use this immediate feedback to self-assess their strengths and areas for growth!

Using Break It Down to practice citing evidence to support analysis

Break It Down invites students to analyze a video by answering a multiple choice question, gathering text evidence from a video, and challenging students to synthesize their thoughts in writing.

Break It Down is an assignable feature available on all Flocabulary lessons. It includes a set of 1-3 questions that guide students through a close analysis of Flocabulary videos. Each set has three questions: Question 1 is a multiple choice question that assesses students' comprehension of a key concept in the lesson. Question 2 asks students to select a clip from the video to support an analysis of the lesson. Question 3 is open-ended; students will be tasked with synthesizing their analysis in writing.

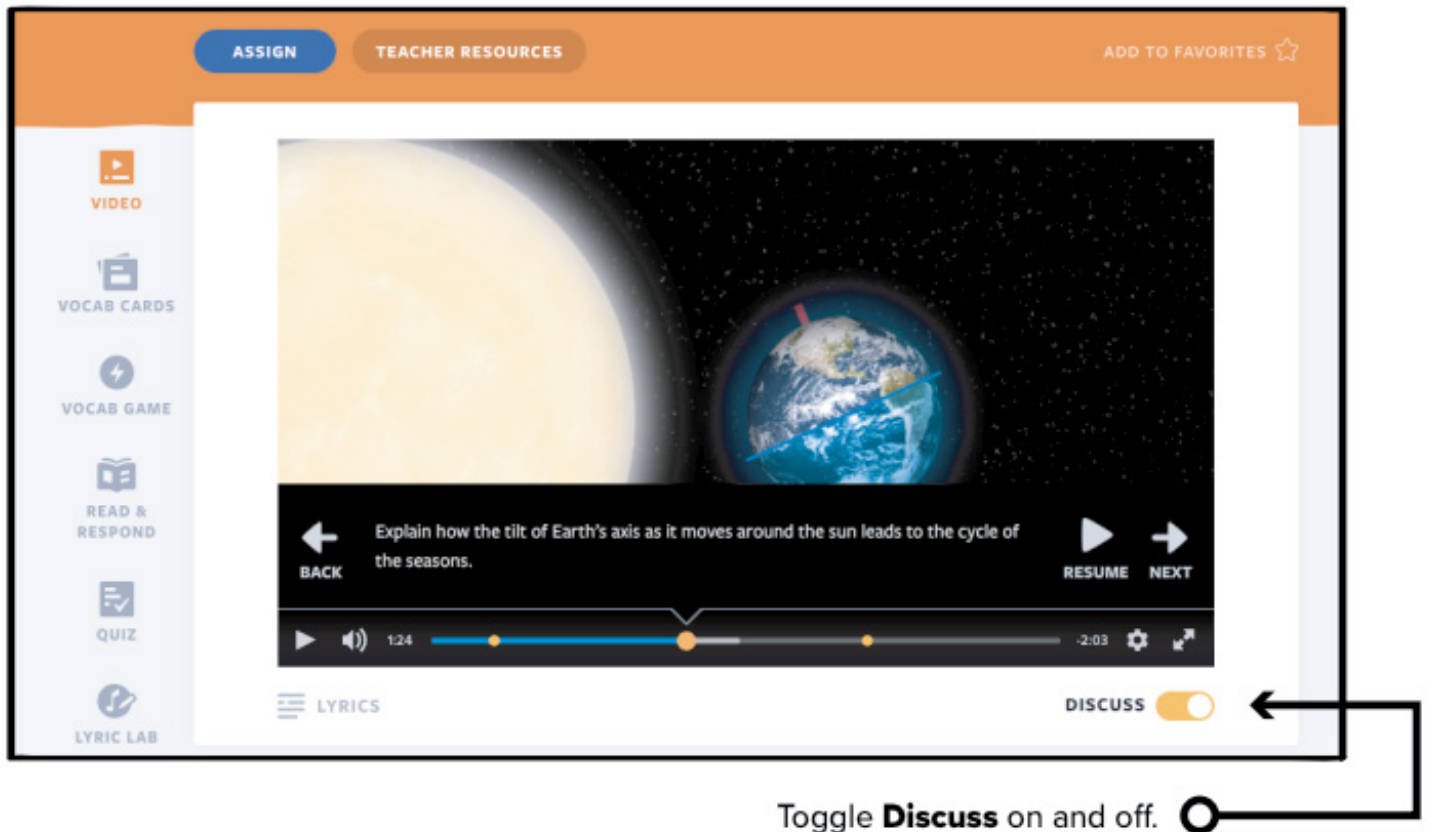
Each of these question types mirrors those students will encounter on tests and provides an engaging practice opportunity to analyze, cite evidence, and synthesize their learning.

Flocab Recommends

Use Flocabulary Mix to practice specific literacy skills with Break It Down. Flocabulary Mix, available only to Flocabulary Plus users, pairs short "skill videos" that teach key literacy skills with "video texts," short, nonfiction and fiction hip-hop songs. Students watch the videos back-to-back then use Break It Down to apply the literacy skill to the "video text."

Use Discuss Mode For Writing Prompts

Turn on Discuss mode while you watch Flocabulary videos to help students prepare for writing prompts they'll encounter on state tests.



Toggle **Discuss** on and off.

Discuss mode is available for front-of-classroom use on all Flocabulary lessons and includes a set of 3-8 questions for each video. To use, click on the Discuss toggle below the playback bar. The questions ask students to think critically about the content of the lesson. They are a great way to have students practice informative, argumentative and narrative writing in response to a prompt.

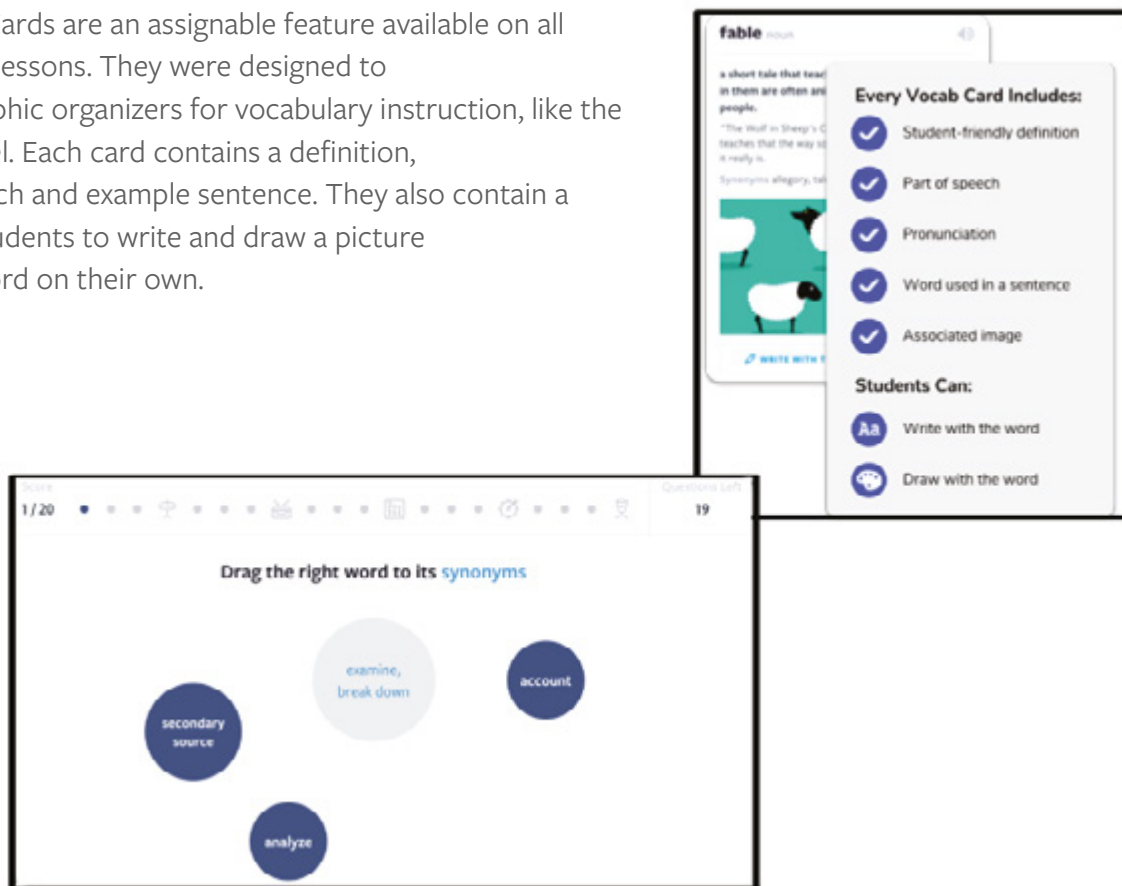
Flocab Recommends

Watch our Writing lessons to refresh students' skills before you get started. We have lessons on: "The Writing Process," "The Five Paragraph Essay," "Using Descriptive Language," "Persuasive Language," "Writing a Thesis" and more!

Build Vocabulary With Vocab Cards And The Vocab Game

Our Vocab Cards and Vocab Game help students master the general academic and domainspecific vocabulary they'll see across state tests.

The Vocab Cards are an assignable feature available on all Flocabulary lessons. They were designed to emulate graphic organizers for vocabulary instruction, like the Frayer model. Each card contains a definition, part of speech and example sentence. They also contain a space for students to write and draw a picture using the word on their own.



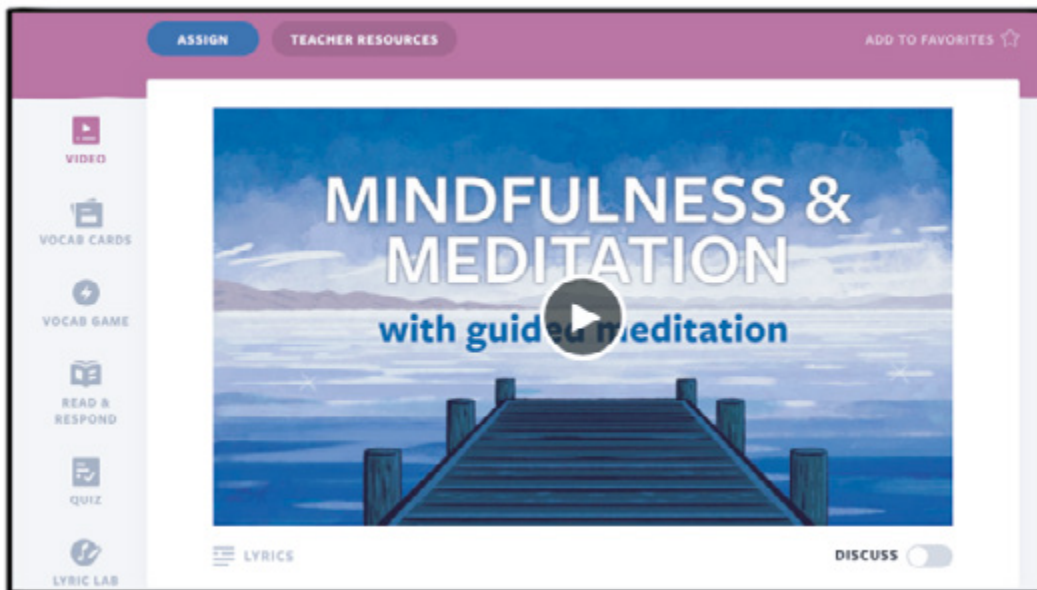
The Vocab Game is an assignable feature available on all Flocabulary lessons, delivering students an engaging way to practice vocabulary in multiple contexts. Students can build a beat by successfully completing sentences, matching definitions, selecting synonyms and antonyms and identifying images for the vocab words. It's a fun way to build that critical vocabulary they'll need on the test!

Flocab Recommends

You can take the learning online! A printable version of the Vocab Cards and Read & Respond can be found on all lessons under "Teacher Resources." You can print these out, assign them for homework or have students keep a copy in a "test-prep" folder.

Use Social & Emotional Learning Lessons To Encourage Positive Mindset

Our SEL topic area includes several lessons to encourage a positive mindset and set your students up for success. These include “Managing Worry,” “Growth Mindset,” “Managing Frustration,” “Mindfulness & Meditation,” “Self-Compassion,” “Goal Setting,” “Time Management” and more!



Content

Whatever test you’re prepping for, Flocabulary’s content library contains hundreds of lessons and we are sure to have something to help! Don’t miss:

- Our Historical Practices topic area with lessons on “Primary and Secondary Sources,” “Timelines & Chronology” and “What Is History.”
- Our Scientific Practices topic area with lessons on “The Scientific Method”, “Scientific Inquiry”, “Scientific Tools” and more!
- Our Research & Study Skills topic area with lessons on “Note-Taking Methods,” “Primary and Secondary Sources,” “Summarizing” and more!
- Math lessons on everything from math facts (check out Addition & Subtraction and Multiplication & Division topic areas) to statistics (“Mean, Median and Mode”), geometry (“Angle Relationships”) and algebra (“Equations” and “Inequalities”).

Section 2

Lesson Plan



Test-Taking Vocabulary

Prepare students for exams with this interdisciplinary lesson plan about important test-taking vocabulary. Students will review commonly used terms like “describe,” “compare,” “contrast” and “summarize” and practice them with a musical game. Then they will apply their knowledge of the vocabulary to answer multiple-choice and open-ended questions

Objectives

- Review key test-taking vocabulary
- Practice answering multiple-choice questions using test-taking vocabulary
- Practice answering open-ended questions using test-taking vocabulary

Products Created

- Completed “Test-Taking Vocabulary” Read & Respond worksheet
- Completed “Test-Taking Vocabulary” Activity worksheet

Time

- 1-2 class periods

Section 2

Lesson Plan



Sequence

1. Play Flocabulary's "Test-Taking Vocabulary" video.
2. Turn on Discuss mode and replay the video, pausing to discuss the prompts.
3. Click on Vocab Cards. As a class, review each word with its definition. Call on students to give an example of each vocab word.
4. Once you are confident students are familiar with each vocab word, click on Vocab Game. As a class, "build the beat" by matching the vocab words with the correct answers. You can call on different students, rely on a show of hands or use another method to answer each question.
5. Have each student complete Break It Down for this lesson to check for understanding of key terms and provide students an opportunity to practice gathering evidence and providing a written response to an open-ended question.
6. Distribute the "Test-Taking Vocabulary" Read & Respond worksheet (page 8). Have students work in pairs or small groups to complete the reading passages and multiple-choice questions. Walk around the room to monitor students' work.
7. Go over the handout as a class, letting students share their answers.
8. Distribute the "Test-Taking Vocabulary" Activity worksheet (page 15). Have students work individually or in pairs to complete the activity, which asks students to show they know their test-taking vocabulary by answering 15 open-ended questions. Walk around the room to monitor students' work and answer any questions they may have.
9. Go over the handout as a class, letting students share their answers.

Wrap Up / Extension:

- Have students discuss or write about which kind of test questions they find the easiest and most difficult to answer. For example, do they find "summarizing" or "comparing and contrasting" easier? Why?
- Have students watch a Flocabulary video in any subject and write 3-5 questions about the topic using the test-taking vocabulary they have learned. The students can then pair up and swap "tests" with a partner and write responses to their partners' test questions.

Section 3

Student Activities



Test-Taking Vocabulary

Read & Respond: Read each passage, and answer the following question.

1. When you're asked to **describe**, you need to tell or write about something by giving specific and relevant details. Describing is like creating a picture with words.

Which of the following is the best example of a writer describing the character Huck Finn from The Adventures of Huckleberry Finn?

- A.** Huck is smart in an unconventional way. For example, to escape his violent father, he faked his own death in a clever scheme. His relationship with Jim shows that he is also caring.
 - B.** The author Mark Twain wrote many books about the character Huck Finn including The Adventures of Huckleberry Finn, Tom Sawyer Abroad and Tom Sawyer, Detective.
 - C.** I don't understand how anyone can enjoy reading about Huck Finn because I definitely dislike him.
 - D.** Elijah Wood played the character of Huck in a 1993 film version of The Adventures of Huckleberry Finn.
2. When a prompt asks you to **identify** something, you need to find or recognize whatever the question is asking for. So if you see the word identify, you'll know that the answer is already there on the page—you just have to find it.

If you're asked to identify a grammatical error in a sentence, you should

- A.** add a grammatical error to the sentence.
- B.** find the grammatical error in the sentence.
- C.** compare the sentence to another sentence.
- D.** rewrite the sentence

3. Explain is similar to **describe**, but it involves a little bit more description of why something is the way it is. When you explain, make sure to include important and relevant details that support your reasons. Questions that include explain usually require a response of at least a paragraph, and often more.

Which of the following is the best example of a writer explaining why some believe that the outcome of World War I led to World War II?

- A.** My great-grandmother has many stories about growing up during World War II that I enjoy listening to because I like learning about history. She was only a child then, but her memories are fascinating.
 - B.** Some historians argue that the Treaty of Versailles that was signed at the end of World War I was too harsh on Germany. They say that by crippling Germany, the treaty helped cause the conditions that allowed Hitler to rise to power and World War II to begin.
 - C.** The history of Germany in the years between World War I and World War II is a fascinating and complex story that many historians have attempted to write.
 - D.** On the morning of June 28, 1919, in the cool air of a summer day in France, a group of world leaders gathered to sign a fateful treaty.
4. Infer is a fancy word for making an educated guess about something that isn't directly stated in the text. When you make an inference, you draw a conclusion by combining pieces of evidence provided in the text with your background knowledge. Multiple correct inferences could be made from a text.

Read the following passage.

Harriet quietly slipped her key into the front door lock and turned it very carefully. It was a sunny afternoon, and as she eased the door open, she thought she heard a neighbor walk by. She stopped her movements, startled, but it was only her imagination. She slowly pushed open the heavy door, careful not to make the hinges squeal. She slipped through the front door, desperately trying to remember which floor plank creaked the loudest. "It's the one on the left," she remembered with relief, and carefully placed her foot on the plank to the right.

Which detail from the passage best supports the inference that Harriet is trying not to be heard?

- A.** "It's the one on the left," she remembered with relief."
- B.** "She slowly pushed open the heavy door..."
- C.** "Harriet quietly slipped her key into the front door lock and turned it very carefully."
- D.** "It was a sunny afternoon, and as she eased the door open, she thought she heard a neighbor walk by."

5. When you **develop** an idea, you say more about it in greater detail and support your claims with evidence

Joaquim is asked to develop his argument that school elections are unfair. To do this, he should

- A.** provide additional information with details about why school elections don't work.
- B.** restate his original argument in slightly different words.
- C.** ask the current school president to agree with his statement.
- D.** compare his argument to other arguments.

6. When you are asked to **evaluate** something, you need to make a thoughtful judgment about it. When you are writing the answer to an "evaluate" question, you should give your opinion and include evidence to support it.

Which of the following is the best example of a writer evaluating a school musical?

- A.** I dislike all musicals: they are not for me. So I decided to skip this performance. I believe musicals should not be performed at this school and students instead should study and practice the great art of mime.
- B.** I have yet to see this musical. I have tickets for next week's performance but I am going to assume that this musical is wonderful. All I have to do is read the names of the actors, director and set designers involved, and I can already predict this show will be a success.
- C.** This musical was performed energetically by a talented cast. The songs are especially difficult to sing because of their complicated and wordy lyrics and because the notes can be hard to hit. The lead actor and actress performed beautifully. The cast's dedication and mastery make this show one to see.
- D.** I'd like to write a musical one day. If I did, I think I would write one about sloths. I would like the challenge of figuring out what a sloth's singing voice would sound like and what a sloth would want to sing about.

7. When you **compare** two things, you say how they are similar, and when you contrast, you say how the two things are different. If a question just uses "compare," you should feel free to talk about similarities and differences. But if it just says "contrast," only talk about the differences

A student is asked to compare and contrast US and Chinese foreign policy. To do this, he should

- A.** state what the US and China's foreign policies have in common and then state their differences.
- B.** describe only the differences between the US and China's foreign policies.
- C.** identify which country's foreign policy is the best.
- D.** identify which country's foreign policy is the worst.

8. If you're asked to **justify** something, you need to provide factual information and evidence to show why something is right or true.

A student is asked to justify the fact that Romeo and Juliet were truly in love in the play Romeo and Juliet, to do this, she should

- A.** compare a doomed summer romance with Romeo and Juliet's relationship.
 - B.** research the history of the play and write a report on its first staging.
 - C.** state her personal feelings towards Romeo and all the other stage villains he reminds her of.
 - D.** look for lines from the play to prove that Romeo and Juliet were in love.
9. The word **outline** can be used in different ways. If you're asked to make an outline, you should organize your thoughts for an essay in a rough list format that you can refer to when you begin to write. But if you're asked to "outline" your ideas or outline what happened, you're being asked to give a brief description of the idea or event, including only the most important details.

Mateo is asked to outline the three most important atomic models. Which of the following is the best example of this outline?

- A.** My favorite atomic model is the Rutherford model. I find the image of empty space in an atom very poetic. I think of that space and wonder about its possibilities. I wonder about what would happen if that space was filled.
- B.** The Rutherford model of the atom determined that the atom is mostly made out of empty space, and the nucleus is tiny. The Bohr model showed that electrons orbited around the nucleus in rings. And the cloud model represents probable electron locations in a large spotty cloud around the nucleus.
- C.** The Bohr model was introduced by Niels Bohr, a Danish physicist and philosopher. Bohr was born in Copenhagen in 1885. In addition to being a scientist, Bohr loved football and often played with his brother.
- D.** An atom is the smallest possible unit of matter. Everything is made of atoms: all of the solids, liquids, gas and plasma on Earth and in the universe. Atoms are so small, it's difficult for physics to predict their behavior. Physicist develop models of atoms to better explain and predict how they work.

10. When you **summarize** something, you give a brief account that includes the main points without unnecessary details.

Which of the following is the best example of a writer summarizing the plot of the novel *The Great Gatsby*?

- A.** The Great Gatsby begins with a conversation between the narrator, Nick Carraway, and his father. Nick's father gives him the following advice: "Whenever you feel like criticizing anyone...just remember that all the people in this world haven't had the advantages that you've had." This piece of advice will become important later in this novel.
- B.** Nick Carraway is an interesting character in *The Great Gatsby*. He is clearly fascinated by Jay Gatsby, but he also sometimes looks down on him. He's an observer—he relates all the action to the reader.
- C.** F. Scott Fitzgerald published *The Great Gatsby* in 1925. He hoped the novel would have positive reviews and be a bestseller, but it received mixed reviews and initially sold only a few thousand.
- D.** In *The Great Gatsby* Nick moves in next door to the rich Jay Gatsby. Over one summer, he befriends Gatsby and goes to many of his parties. After having an affair with Daisy, the wife of Tom Buchanan, Gatsby is shot and killed. Even though hundreds of people came to his fancy parties, nearly no one goes to his funeral.

11. When you're asked to **predict**, you should use information from the text to guess what will happen next. You might be wrong. But you should explain what information led you to make your prediction.

Ariel is given survey data about how many of her classmates enjoyed last year's prom. She's asked to predict how many students will attend this year's prom. Which of the following is the best answer for her to give?

- A.** Based on the survey data, 95% of students enjoyed last year's prom, so I think that 190 out of 200 students will attend this year's prom.
- B.** At last year's prom, students danced, talked and enjoyed barbecue food. The DJ played a lot of fast songs and the prom queen did a headstand.
- C.** The theme of this year's prom is "Under the Sea." The whole gym will be decorated with green and blue streamers, and students will be encouraged to dress up as sea creatures.
- D.** Last year's prom was similar to Clark Street High School's prom because most people enjoyed it. It was different from Clark Street High School's prom because it had a different theme.

12. When you **conclude**, you reach a decision or result after evaluating information. The conclusion should be based on facts, and you should explain how you came to the decision based on those facts.

Read the following passage.

I raced to the subway, sweaty and overheated, eager to escape the humid, sunny day. I bounded down the stairs, grateful to finally be in the dark of the subway platform. I waited impatiently for my train, certain that it would never come. “I’m going to be late,” I muttered underneath my breath. The old woman waiting next to me looked up sharply and then shuffled away. I hadn’t realized I’d spoken so loudly. Finally, the train arrived. I pushed my way on to the crowded car: luckily, I was directly beneath the air conditioning vent. I luxuriated in the cool air until the train arrived at my stop. Pushing my way through the doors, I trudged up the steps to the street, unhappy to re-enter the relentless heat. When I reached the street, I saw the damp sidewalk and smelled the newly clean air. A woman passed by me, her sneakers damp, a dripping umbrella at her side.

Which of the following is a conclusion you could draw from this passage?

- A.** It rained while the writer was on the subway.
 - B.** The writer is a famous singer who is touring the city.
 - C.** The subway was late because of a problem with the train’s conductor.
 - D.** The woman with the umbrella is the writer’s long-lost sister.
13. When you **interpret**, you explain the meaning of words, actions or information and the relationships between ideas. People can have different interpretations of the same facts, so it is important to explain why you think that something has the meaning you say.

A student is asked to interpret Shakespeare’s “Sonnet 18.” To do this, he should

- A.** describe the poem in detail, including many similes, metaphors and vivid images.
- B.** state his favorite part of the poem, explaining why that part of the poem is meaningful to him.
- C.** explain the meaning of specific lines in the poem and why he thinks they have that meaning.
- D.** summarize other people’s interpretations of the poem.

14. Relevant facts and information that you use to support your point or conclusion are called **evidence**.

Which of the following uses evidence to back up the argument that Abraham Lincoln was the greatest president of the US?

- A.** Abraham Lincoln is still written about by historians and novelists.
 - B.** Abraham Lincoln was six feet tall.
 - C.** Abraham Lincoln was a better president than Andrew Jackson.
 - D.** Abraham Lincoln was the greatest president because he issued the Emancipation Proclamation, which freed slaves.
15. When you **analyze** something, you break a larger idea down into sections and explaining how each part relates to the others.

Which of the following is the best example of a writer analyzing why the Civil War took place?

- A.** The Civil War is a period in American history that still fascinates many historians and artists. Countless books, stories, movies and songs have been written about the Civil War and the men, women and children who lived during that time. Great pieces of American literature, like some of Walt Whitman's poems in Leaves of Grass, movies like Glory and pieces of music like "The Battle Hymn of the Republic" have all been inspired by the Civil War.
- B.** The Battle of Gettysburg was a turning point in the Civil War. Fought in July 1863 in Gettysburg, Pennsylvania, the battle saw the largest number of casualties of any battle during the war. General George Meade of the Union army defeated General Robert E. Lee of the Confederate army and successfully prevented Confederate forces from invading the North.
- C.** The US Civil War had many causes. The North and the South had very different economies. The northern states' economy was beginning to depend on manufacturing and industrialization, while the southern states still depended on large plantations and very small family farms. These differences can be traced back to the disagreement over slavery. Southern states' economies and societies depended on enslaving Africans and their descendants to provide the labor in Southern plantations. Northern states gradually abolished slavery in the decades before the Civil War, no longer relying on enslaved labor to uphold their economies.
- D.** During the Civil War, one of the strategic advantages of the Union side was the use of black spies who worked as domestics or posed as slaves in important Confederate households. Women like Mary Elizabeth Bowser and Mary Touverstre were able to collect information about the Confederacy's plans and relay them to Union forces.

Test-Taking Vocabulary

Activity: Answer the following questions based on the test-taking vocabulary word in bold.

1. Describe the clothing of the person sitting next to you.

2. Identify the funniest show on television today.

3. Explain how to get to your home from school.

4. Your brother arrives home and is soaking wet. What can you **infer**?

Test-Taking Vocabulary

5. Develop a plan for getting an “A” on your next math test.

6. Evaluate the most recent movie that you watched.

7. Compare and **contrast** summer and winter.

8. Briefly **outline** the steps to make a bowl of cereal.

Test-Taking Vocabulary

9. Summarize the plot of your favorite book.

10. Predict what you will do on Tuesday of next week. **Explain** how you made that prediction.

11. You see your friend walking his bike home. He looks upset, and his knee is bleeding. What can you **conclude**?

12. Interpret this proverb: "Every cloud has a silver lining."

Test-Taking Vocabulary

13. If you wanted to prove to your parents that you're responsible enough to get a dog, what **evidence** could you use?

14. Analyze the mood of your favorite song.

Test-Taking Vocabulary

Rap: Using each word from the word bank below, write a test-taking rap. Use Flocabulary’s Lyric Lab for help with rhyming words and to find a beat for inspiration. You can find definitions for each word in the “Test-Taking Vocabulary” lesson.

analyze • compare • contrast • describe • develop
evaluate • identify • infer • predict • summarize



Test-Taking Vocabulary

Read & Respond: Read each passage, and answer the following question.

1. So what's a strategy? It's a plan of action or tactic. It's how you go about getting something done. And why do you need one? Well, strategies aren't just for sports or for top secret military missions. You've got to play it smart and bring some strategies when you take a test. Preparing for and taking a test strategically will help you succeed and will build your confidence. And what's the best strategy of all? You've got to study! Other strategies include eating breakfast, getting enough rest, and studying with a friend. Over time, you might figure out additional strategies that work for you. Then stay calm, cool and confident. You got this.

What is the most important test-taking strategy?

- A.** not sleeping the night before
 - B.** worrying about the test
 - C.** studying
 - D.** eating dinner
2. Of course, you should be sure of the material that will be covered on the test. But knowing the test format can help you prepare as well. Study aids like flashcards are great for multiple choice questions. If the test is in essay format, it's better to map out the facts or examples in an outline or other graphic organizer.

The night before the test, be sure to get a good night's sleep. And make sure to eat a healthy breakfast. Don't skip it! It helps you stay focused. When you're hungry, it's harder to concentrate. Thinking burns calories just like any other activity

What's the best way to prepare for an essay test?

- A.** reading essays you've written for other classes
- B.** using an outline to organize facts and other important information
- C.** making a lot of flash cards
- D.** eating a large and healthy breakfast

Test-Taking Vocabulary

3. If you're allowed to, look through your test so you can get an idea of how it is organized before you start writing down your answers. What parts are worth the most points? The least? This helps you prioritize your time. Speaking of time, it's always good to wear a watch on test day or at least have a clock in sight. Keep track of how long you're spending on each part. Pace yourself. And if you have extra time, be sure to use it to look over your answers!

Tackle those easy questions first — the ones you definitely know the answer to. You're earning points right o the bat if you answer easy questions first. Plus, this builds confidence early on. Be sure to mark or circle questions you skipped so you don't forget to go back to them.

When you're taking a test, what questions should you answer first?

- A.** the ones that you don't know the answer to.
 - B.** the ones that will contribute the least points to your score.
 - C.** the ones you're absolutely sure about.
 - D.** the one or ones that will take the longest to answer.
4. For multiple choice questions, use the process of elimination. Which choices are obviously wrong? Cross them out. With the remaining options, make an educated guess. Another strategy that can be good for multiple choice questions is trying to answer the question before you look at the answers. Then look down at the answers to see if any match what you came up with.

For reading comprehension questions, if you're allowed to, reading the questions first helps you focus on relevant parts of the passage. Look for keywords in the questions, and go back to the passage for supporting information. And don't forget to look closely at any charts, captions or illustrations. They have valuable information too.

Tariq is taking a test and comes across a reading comprehension section. He should

- A.** look at the questions before reading the passage.
- B.** read the passage before looking at the questions.
- C.** not distract himself with information from charts, captions or illustrations.
- D.** skip the section and come back to it at the end.

Test-Taking Vocabulary

5. Read the essay question carefully and break it down into parts. What are you being asked to do: compare and contrast? Explain or identify? Argue for or against? How many examples are you being asked to provide? Before you start writing, it's a good idea to make a brief outline.

Begin your essay with a topic sentence that restates the question in some way. Make sure your essay has a thesis, and that you support all your points with evidence. And don't lose points on the simple things: an essay is not the time to forget your grammar and spelling. Use complete sentences and proofread your work carefully.

When answering an essay question, you should

- A.** make an outline before you begin writing.
 - B.** not worry about your spelling or grammar.
 - C.** skim the question as quickly as possible.
 - D.** not use a topic sentence.
6. Whew, you're done. But wait! Did you answer every question? Make your best guess no matter what. You might just guess the right answer! Check your work one last time for correct spelling and grammar.

If you have extra time at the end of your test, you should

- A.** turn the test in early in case you can get extra points.
- B.** rewrite the essay if you had one to see if you can do a better job.
- C.** look at any questions you skipped and if you still don't know the answer, leave them blank.
- D.** answer any questions you skipped with your best guess and review your work.

Test-Taking Vocabulary

Activity: Watch Flocabulary’s “Test-Taking Strategies” video. Then, complete the following diary entry.

Dear Diary,

What a week! I made myself a peanut butter and jelly sandwich yesterday, but I ended up getting a lot of peanut butter in the jelly jar. I hope no one notices. As if that weren’t enough stress, I’ve got a big test coming up! I’m going to share my secret test-taking strategies with you, Diary. Don’t tell!



Two things I can do to get my mind and body ready for a test:

1. _____
2. _____

Two things I can do if I’m stumped on a multiple choice question:

3. _____
4. _____

Two things I can do if I come across a reading passage with questions:

5. _____
6. _____

Two things I can do if I come across an essay question:

7. _____
8. _____

Two things I can do if I’m done with the test, but I have some time left:

9. _____
10. _____



Making Inferences

Read & Respond: Read each passage, and answer the following question.

1. An inference is your best guess. When you make an inference, you combine clues from a text with your background knowledge to draw a conclusion. You can also make an inference about something in the world around you.

Read the following passage.

Ellen felt the warm sunlight hit her face. She rolled over in bed, feeling unusually well-rested. But she knew it was a weekday. When she blinked her eyes and saw “9:00 am” on the clock, she shouted, “Oh noooooo!” So she jumped out of bed, dressed as fast as she could, brushed her teeth in a flash and grabbed her backpack on the way out of the house.

What can you infer from the passage?

- A.** Ellen is going to the store to buy toothpaste.
- B.** Ellen is at the beach.
- C.** Ellen had trouble sleeping last night.
- D.** Ellen slept longer than usual and is late.

Making Inferences

2. Inferencing can also be used to learn the meaning of a word you don't recognize. A good reader infers the meaning of a word from context clues.

Read the following passage.

The cat padded into the room. She looked so carefree, ignoring our loud conversation as she settled into the fireplace, purring happily. She was so relaxed that we all stopped talking to watch her. Finally, Nora shook her head, and the spell was broken. "What were we fighting about again?" she asked, and the argument resumed.

Which detail from the passage helps you infer the meaning of the word carefree?

- A. "What were we fighting about again?" she asked..."
 - B. "Finally, Nora shook her head, and the spell was broken."
 - C. "She was so relaxed that we all stopped talking to watch her."
 - D. "The cat padded into the room."
3. You can use details and evidence from the text to make inferences about a story's plot, characters, setting, tone and mood.

Read the following passage.

Julio looked down, regarding his shadow, which was long under the high noon sun. Squinting, he wondered where everyone was. He looked around but saw only a group of prickly cacti standing at attention. His mind began to race. Sweat trickled in small streams down his neck. Was the temperature rising? How much hotter could it possibly get? "Water," thought Julio. "I'll try to find some water." Clearing his throat, he began to walk east, clouds of dust swirling around his feet.

Which detail from the passage provides the best evidence that the story takes place in a desert?

- A. "Squinting, he wondered where everyone was."
- B. "Was the temperature rising? How much hotter could it possibly get?"
- C. "His mind began to race."
- D. "Julio looked down..."

Making Inferences

4. We make inferences every day in real life. How? We look at details around us and draw conclusions.

Imagine that you look out the window and see people wearing heavy coats, hats and gloves. These people are shivering and sipping hot coffee, too. Based on these details, what is the best conclusion to draw?.

- A.** There is a sale on coee at the grocery store.
- B.** The weather is cold.
- C.** These people are attending a fashion show.
- D.** These people are very upset.

5. We make inferences when reading fiction or informational text.

Read the following passage.

A new report came out about teens and cell phones. Teens use cell phones mostly to access the internet, share photos and send messages. Teens spend the most time sending messages. They send more messages to friends than to family members.

What can you infer from this passage?

- A.** Teens never use cell phones to record videos.
- B.** Teens spend less time on cell phones sharing photos than they do sending messages.
- C.** Teens' family members never return their messages.
- D.** Teens don't enjoy accessing the internet on cell phones.

Making Inferences

Activity: An inference is your best guess. When we infer, we combine clues or evidence from a text with our background knowledge to reach a conclusion. Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on details from the text. Explain your answers by referencing the text.

1. Charlotte was pet-sitting her uncle's boa constrictor. When she went to check on her the next morning, she was missing. There also seemed to be rodents in the next cage.

What is the most likely conclusion? What happened to the rodents?

2. Isaac didn't want to sit by the new kid. He'd rather sit all by himself. He didn't want to make any friends. After the teacher handed out the assignments, the new kid leaned over, "Hey, my name is Rocky." Isaac didn't look up from his textbook. Rocky didn't take Isaac's silence personally. Instead, he stole a glance at the notebook on which Isaac was drawing. Rocky noticed that Isaac was drawing a guitar with skulls on it. Rocky asked politely, "Who's your favorite band?" Isaac ignored him. Rocky continued, "My favorite band is The Iron Gorgons." Isaac looked up at him for the first time. "Hello, Rocky, my name is Isaac. I believe that we are going to be great friends."

Why did Isaac suddenly respond in a positive way to Rocky's questions? How did Rocky know the best way to win Isaac's friendship?

Making Inferences

3. During the California Gold Rush of 1849, the world's supply of gold more than doubled, and hundreds of thousands of people rushed to California to find their share. Boomtowns popped up to accommodate the visitors. A boomtown is a community that receives sudden and explosive growth and development. San Francisco had around two-hundred residents in 1846, and about 36,000 in 1852. The few merchants in these boomtowns sold goods for more than ten times what they cost back East. For example, a single pound of flour sold for as much as \$17. Not everyone who joined in the California Gold Rush got rich, but most of the boomtown merchants did..

Why were boomtown merchants able to sell their products for so much money? How do you know this?

Main Idea

Read & Respond: Read each passage, and answer the following question.

1. Almost everything that you read will have a subject, main idea and details. It may help to imagine these characteristics as big, medium and small. The subject of a book is big and broad. Try asking yourself, “What is this book about?” and answering in a few words.

Read the following passage.

The ability to vote is one of the most important rights in a democracy. People should be able to vote easily, and voting laws should be written to make sure that the largest number of people are able to vote. Voting stations should be easy to get to and should be open early enough and late enough so that everyone has time to vote.

What is the subject of the passage?

- A.** The ability to vote.
 - B.** Voting laws.
 - C.** Voting stations should be easy to get to.
 - D.** People should be able to vote easily.
2. The main idea is more specific than the subject. It gives us more information about what the text is about. Try asking yourself, “What is the author saying?” and “What is the most important thing the author wants me to walk away with from this text?”.

Read the following passage.

Federica sat in the back of the cab, watching her new city go by. Nothing around here felt like home. Home was a house at the very end of a sloping dirt road, with no one else around for miles. Home was the sound of wind through grass and trees and the calls of animals at night. Home was peaceful and Federica liked it that way. Home was not what whizzed past her window now: soaring glass buildings, trac in the streets, the sound of cars rushing past and so many people talking, talking, always talking. “This place is chaos,” Federica thought. “I’ll never get used to this.”

What’s the best way to prepare for an essay test?

- A.** Federica sat in the back of the cab, watching her new city go by.
- B.** Federica doesn’t feel at home in her new city.
- C.** a girl named Federica.
- D.** Sometimes, people must get used to new ways of life.

Main Idea

3. The details are the most specific of all. They support the main idea. They often include descriptions about places, people or things.

Read the following passage.

Serena crossed the beach. She could feel the sand shifting beneath her feet as she ran. It was early morning, and the ocean tide was low. She was rushing to the tidal pools to search for shells. She did this every morning. The shells were most important to her, but she also liked the surprises she would sometimes find—hairy and ancient hermit crabs and swift, darting minnows and sometimes a crumbling sand dollar.

What is the subject of the passage? Which of the following details from the passage best supports the main idea that “Serena enjoys searching for shells and other creatures on the beach”?

- A. “Serena crossed the beach.”
- B. “It was early morning, and the ocean tide was low.”
- C. “...sand shifting beneath her feet as she ran.”
- D. “...hairy and ancient hermit crabs and swift, darting minnows and sometimes a crumbling sand dollar...”

4. You’ll find main ideas in both fiction and nonfiction texts.

Read the following passage.

A festival is a type of party to which everyone is invited. For thousands of years, people have thrown festivals. Mardi Gras is a famous annual festival in New Orleans, Louisiana. Mardi Gras happens the week before Lent, a Christian holiday. During Lent, people give up certain things, like eating their favorite foods, for a few weeks. Mardi Gras is their last chance to do the things they enjoy before Lent. People are permitted to eat and drink whatever they want during the week of Mardi Gras. They have parades in the streets. The entire city contributes to the fun.

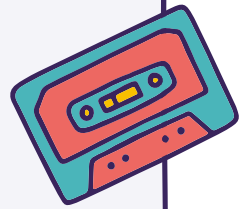
What is the main idea of the passage?

- A. Mardi Gras is an annual festival in New Orleans, during which people can enjoy themselves before Lent.
- B. festivals.
- C. Festivals help bring people together.
- D. During Lent, people give up certain things, like eating their favorite foods, for a few weeks.

Main Idea

Activity: Read the following story based on our song “Have Compassion.” Then answer the following questions based on the subject, main idea and three details from the story. If you’re stuck, watch our “Main Idea” video.

Sometimes I see something happen that makes me uncomfortable, like when a kid is getting picked on. The other day, I was riding the bus to school as usual, when I noticed some other kids making fun of Zach. Zach is quiet and maybe a little weaker than other people, and kids on the bus were calling him bad names. I knew it was wrong, and at first I tried to ignore it. But then a little voice inside (maybe it was my conscience?) told me I had to take action. I decided I had to stand up for Zach. I told the bullies that Zach was my friend and asked them not to be mean to him again. It wasn’t easy, but it was worth it. I could see in Zach’s eyes how grateful he was. I realized that you’ve got to have compassion. You have to take action if you see someone suering. Do what you can to help take away their pain.



1. Subject: What is the topic being discussed or described?

2. Main idea: What is the text mostly about? What is the main point?

3. Supporting details: Which parts of the text helped you decide the main idea?

Summarizing

Read & Respond: Read each passage, and answer the following question.

1. When you summarize a book, you find its essentials. You think about what you've read and decide what matters most. That's why summarizing builds critical-thinking skills. Summarizing can help you focus on the most important parts of a text and keep them organized in your head. It makes it easier to understand and remember what you're reading.

According to this passage, why are you building critical-thinking skills when you summarize?

- A.** because you're evaluating the text to decide what's most important
 - B.** because you're critiquing the text to determine if it was interesting or boring
 - C.** because you're using your imagination to write a new ending
 - D.** because you're combining what you've learned in one text with your background knowledge
2. Your summary shouldn't be too short or too long. Look for irrelevant or unimportant details that may make your summary too long, and cut them. Be sure you still answer key questions about the text though! If you don't, your summary might be too short, and you'll need to add more details when you revise.

Read the following passage.

Cynthia and the Spaceship is a novel by Evelyn Redding. In the book, Cynthia, the main character, overcomes a challenge to accomplish her dream of owning a spaceship. The novel is set in Chicago in the year 2150.

Which of the following would improve this summary?

- A.** cutting the final sentence
- B.** adding details about the challenge Cynthia faces in the novel
- C.** adding details about what the spaceship looks like
- D.** cutting the title and the author of the book

Summarizing

3. No matter what you're reading, you have to find the main ideas to summarize it. If you're reading a novel or story, you might organize your summary with five words: "Somebody wanted but so then." As you're reading, focus on the main character. That's the somebody. What do they want? But what stands in their way? So what do they do? Then what is the outcome?

Read the following passage.

Little Red Riding Hood wanted to bring a basket of food to her sick grandmother. A mean wolf saw her walking on the path and wanted to trick her. He ran ahead to the grandmother's house and locked the grandmother away. He then dressed up in the grandmother's clothes before Little Red Riding Hood arrived. When she got there, Little Red Riding Hood was almost fooled. But she realized the trick and ran away to get a woodcutter who was working nearby. He killed the wolf. Little Red Riding Hood saved her grandmother.

Which of the following best summarizes this story?

- A.** A woodcutter saves the day.
- B.** Little Red Riding Hood wanted to bring food to her grandmother, but a wolf tried to play a trick on her by locking up her grandmother. So Little Red Riding Hood found a woodcutter who was working nearby, and he and Little Red Riding Hood put an end to the wolf's tricks and saved the grandmother.
- C.** Little Red Riding Hood went to visit to her grandmother who was sick. A wolf saw her walking on the path. There was also a woodcutter working nearby.
- D.** A wolf dressed up as an old woman.

Summarizing

4. Opinions don't belong in a summary. You shouldn't mention if you liked a text or not. Stick to facts and what the text is mostly about, or the main ideas.

Read the following passage.

The article "Orange You Glad" by Wanda Biederman is all about oranges: the history, varieties and products that are made from them. Oranges are not known to grow wild. They likely originated in Asia, either in India or in China. Spanish travelers brought the fruit to the Americas in the 1500s. There are bitter oranges and sweet oranges. I like to use bitter oranges to make jelly. Orange juice is made from oranges, and orange oil, which is used to flavor foods, is made of sweet oranges. Oranges are packed with vitamin C, a fact that historically made them a popular food among sailors. Vitamin C helps heal wounds and repair bones. The article concludes with the idea that people should eat an orange, and not an apple, every day.

Which of the following details from the passage does not belong in the summary?

- A.** "They likely originated in Asia..."
 - B.** "...that historically made them a popular food among sailors."
 - C.** "Vitamin C helps heal wounds and repair bones."
 - D.** "I like to use bitter oranges to make jelly."
5. In a newspaper article, the first paragraph functions like a summary of the event. After answering the five W's, a reporter can give more details about what happened in the remainder of the article. This structure is called an inverted pyramid. It starts out general with the main ideas, and then gets more specific with details.

Based on this passage, reading only the first paragraph of a newspaper article would

- A.** give a reader no information about a current event.
- B.** answer all of a reader's questions about a current event.
- C.** give a reader the main ideas of a current event.
- D.** answer only where and when an event took place.

Summarizing

6. After you've read, underlined, coded and taken notes, it's time to write your summary. Like all writing, it's a process. Your first draft probably won't be perfect, so review and revise it. Make sure it's the right length, that it's organized in a logical way and that it answers the five W's. Be sure it's written in complete sentences and in your own words.

Which of the following is the strongest summary of the story Goldilocks and the Three Bears?

- A.** Once upon a time, there was a curious girl with golden hair. One day, she wandered into a cottage that belonged to three bears. That night, the bears found her. Before that, she sat in their chairs, ate their porridge and fell asleep in the baby bear's bed. When she ate their porridge, one bowl was too hot. Also, one chair she sat in was too soft. Everything that belonged to the baby bear was just right.
- B.** Goldilocks, bears, cottage, porridge, chairs, bed, too hot, too cold, just right, happily ever after
- C.** In the story Goldilocks and the Three Bears, a girl discovers a cottage that belongs to three bears. She has golden hair. That's why she's called Goldilocks. She's also very curious, so she wanders inside. The three bears are a mother, a father and a baby. They aren't like real bears; they eat out of bowls and sleep in beds.
- D.** In the story Goldilocks and the Three Bears a curious girl named Goldilocks discovers a cottage that belongs to three bears: a mother, father and baby. While the bears are away one autumn morning, Goldilocks explores their home. She sits in their chairs, eats their porridge and eventually falls asleep in the baby bear's bed. When the bears come home, they can tell that someone has been in the house. Eventually, they find Goldilocks. She wakes up, sees the bears and runs away before they can harm her

Activity: Read the following two passages, then follow these steps:

1. Reread the text, and underline the most important parts.
2. Code the text with the following symbols.
W : This information answers one of the 5 Ws.
✓: I already knew this information.
!: This is surprising or interesting.
?: This is a confusing word, phrase or idea.
3. Identify the 5 Ws
4. Summarize what the text is mostly about in 3-5 sentences.

Summarizing

People don't think too highly of cockroaches. There's something about their long antennae and quick movements that makes them easy to mistrust. Yet unlike spiders, wasps, or ticks, most roaches are not a threat to people. So why do we hate cockroaches so much?

It could be because there are so many of them. The number of cockroaches in the world is constantly increasing, because they reproduce very quickly. There are about 3,500 different kinds of cockroaches in the world. The only place cockroaches are not found is at the polar ice caps!

We could hate cockroaches because they are hard to kill. Some types of roaches are able to resist poisons that are made to kill them. They also move quickly: Some adult cockroaches can run up to two miles per hour. Although this might not sound very fast, consider this: If cockroaches were the size of lions, they would be able to run at 50 miles per hour!

It could be because we know they will probably outlast us. Cockroaches have survived for 320 million years. That is much older than humans. It is even older than dinosaurs! Cockroaches have existed from before dinosaurs were around until dinosaurs went extinct, all the way up until today!

But none of those reasons really explains why most people hate cockroaches. Most people hate them because they just look creepy! The next time you feel this way, keep in mind that it could be worse. Most cockroaches in America are less than one inch long. One type of cockroach found in Borneo grows to more than four inches long! Now that's creepy!

Who: _____

What: _____

When: _____

Where: _____

Why: _____

Summary: _____

Summarizing

A festival is a type of party to which everyone is invited. For thousands of years, people have thrown festivals. Many of these festivals are connected to religious holidays. For example, Mardi Gras (pronounced: Mar-dee Graw) is a famous annual festival in New Orleans, Louisiana. Mardi Gras happens the week before Lent, a Christian holiday.

During Lent, people give up certain things, like eating their favorite foods, for a few weeks. Mardi Gras is their last chance to do the things they enjoy before Lent. People are permitted to eat and drink whatever they want during the week of Mardi Gras. They have parades in the streets. The entire city contributes to the fun.

Many festivals are much stranger than Mardi Gras. In one city in Spain, there is a baby-jumping festival! During this festival, people set their newborn babies down on the ground, and men dressed as devils jump over them! It is believed that the devils take the evil out of the babies.

Some festivals don't have anything to do with religion. In Finland, they have a wifecarrying festival. Hundreds of years ago, men would sometimes steal the wives of men from other towns. People don't do that anymore, so today they celebrate this tradition in a much sillier way: Men have to carry their wives through an obstacle course. The fastest racer wins!

Some festivals center around food. In Gilroy, California, there is a Garlic Festival. People at the garlic festival eat garlic ice cream, drink garlic soft drinks, and suck on garlic lollipops! In New Zealand, they have a festival of strange foods. There, you can eat such tasty treats as cricket stew, slug spaghetti, and boiled sheep's eyes. If you plan to go to this festival, you'd better have a heroic stomach!

Who: _____

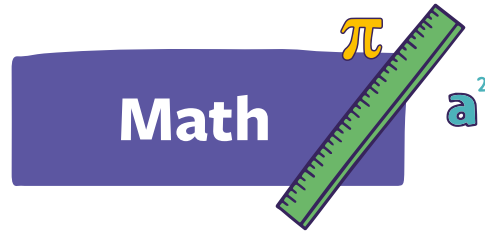
What: _____

When: _____

Where: _____

Why: _____

Summary: _____



Word Problems

Read & Respond: Read each passage, and answer the following question.

1. A word problem is a very short story describing a situation where a problem needs to be solved with math. You can think of life as a word problem! When you solve problems in life, they aren't written as number sentences on a worksheet. You have to find the equations in the real-life information.

The first step in solving a word problem is to read the entire problem. Then identify the different parts.

There are two parts to a word problem. The first part is the information, or the facts of the situation in the story. The information tells you what is going on and the quantities and variables that you will have to deal with. In other words, everything you need to solve the problem. The second part is the question. This is the problem you are being asked to solve. A good strategy is to circle the question so you can easily find it again.

Read the following passage.

Cady and her brother love to ride their scooters. On Saturday they rode 8 blocks. On Sunday they rode 7 blocks. How many blocks did they ride altogether?

Which of the following sentences is not part of the information or situation in this word problem?

- A.** How many blocks did they ride altogether?
- B.** On Saturday they rode 8 blocks.
- C.** Ellen had trouble sleeping last night. On Sunday they rode 7 blocks.

Word Problems

2. After you have read the word problem and identified the question, it's time to find the variables and operations. The variables are the different quantities you will be using to solve the problem and their units. The operations are the different ways you will put the numbers together, for example: adding, subtracting, multiplying or dividing them.

To find the operations, you can look for signal words. Signal words are like clues that tell you which operations to use. If you see the words "join," "altogether," or "sum," you can probably use addition to solve the problem. If you see "difference," "less," or "remain," you can probably use subtraction.

A good strategy is to underline numbers, units and signal words after you identify them.

Read the following word problem.

Rowan made 24 chocolate chip cookies. Her sister ate 3 and her brother ate 4. How many cookies remain?

**Which of the following sentences is not part of the information or situation in this word problem?
What is the signal word in the problem above that shows that you can solve this problem with subtraction?**

- A.** ate
- B.** made
- C.** remain
- D.** how many

Word Problems

3. Sometimes a word problem will ask you to use multiplication or division. Signal words for multiplication include “times,” “for each” and “for every.” Signal words for division include “per,” “into” and “out of.” Sometimes signal words can signal different things. For example, “each” can sometimes mean you need to use division. Read the problem carefully to figure out what is being asked.

You might even need signal words to figure out the question. Signal words that mean “equals” include “is,” “will be,” and “total.”

Read the following word problem.

Jerome is packing up his room before his family’s big move. He has to put all his action figures into boxes. Jerome has 25 action figures. He can fit 5 action figures into each box. How many boxes does Jerome need total?

What operation should you use to solve this word problem?

- A.** division
 - B.** addition
 - C.** subtraction
 - D.** multiplication
4. Sometimes a word problem contains information that you don’t need in order to answer the question. This information could contain numbers and operations, but they don’t affect how you answer the question itself. It is a good idea to cross this information out so that you don’t get confused.

Read the following word problem.

Delilah has an after-school job walking dogs in her neighborhood. She walks 7 dogs a week. She gets paid \$12 per dog. She walks each dog around the park 2 times and then takes them home. How much does Delilah earn each week?

What sentence should you cross out of the word problem above?

- A.** She walks 7 dogs a week.
- B.** She gets paid \$12 per dog.
- C.** How much does Delilah earn each week?
- D.** She walks each dog around the park 2 times and then takes them home.

Word Problems

5. Once you have identified the question, variables and operations that are in each word problem, it's time to plan how you will solve the problem. This can involve writing the problem out as an equation or a number sentence so that you can easily solve it. Remember to carefully write down the correct numbers and operations.

You can also draw a picture or model to represent the problem, and use that to solve the equation.

A common mistake is just to add all the numbers in a word problem. Make sure you read the problem all the way through, and answer the question the word problem is asking.

Read the following word problem.

Elicia is making a valentine for each of her 10 classmates. She wants to put 5 stickers on each valentine. How many stickers does she need total?

Which of the following number sentence can you use to solve this word problem?

- A.** $10 + 5 = ?$
 - B.** $10 \times 5 = ?$
 - C.** $10 - 5 = ?$
 - D.** $10 \div 5 = ?$
6. Some word problems ask you to do more than one kind of operation. In these cases, it is very important to keep track of all the operations and variables to help you solve the problem.

Read the following word problem.

Khalil is running the family garage sale. Old sweaters sell for \$3 each. Old pots and pans sell for \$2 each. If Khalil sells 5 sweaters and 8 pots and pans, how much money will he make?

Which two operations will you need to do to solve this problem?

- A.** subtraction and division
- B.** addition and subtraction
- C.** multiplication and division
- D.** multiplication and addition

Word Problems

7. Once you've planned your strategy, it's time to solve the equation. Use the numbers and operations you've identified. Make sure to label your answer with the appropriate units.

The last step is to check your work. Ask yourself: does this make sense? Did I use the right numbers and the right operations? Did I label my answer with the right units? If you can answer yes to all these questions, great job!

Read the following word problem.

Dominic planted 7 tomato plants this summer. He watered his plants 2 times a week. Each plant produced 8 tomatoes after 8 weeks. How many tomatoes did Dominic grow altogether?

What is the correct answer to the word problem above?

- A.** 56
- B.** 56 plants
- C.** 56 weeks
- D.** 56 tomatoes

Word Problems

Activity: For each of the following word problems, circle the question, cross out any unnecessary information and underline the numbers, units and operations. Then, write the equation needed to solve the problem. Finally, solve the problem, and check your work!

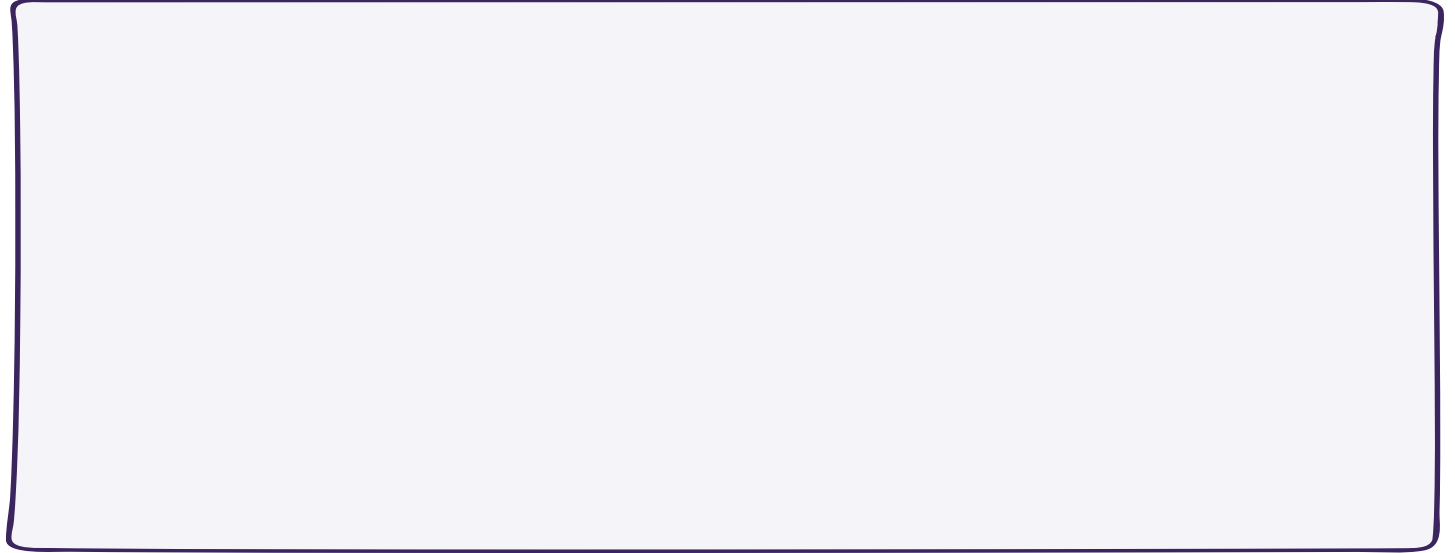
1. Corrie needs to earn \$72 to enter a skateboarding competition. She can earn \$9 per hour babysitting her little brother. The skateboarding competition is next month. How many hours does she need to babysit to earn enough money?

Corrie needs to babysit for _____ hour(s).

Word Problems

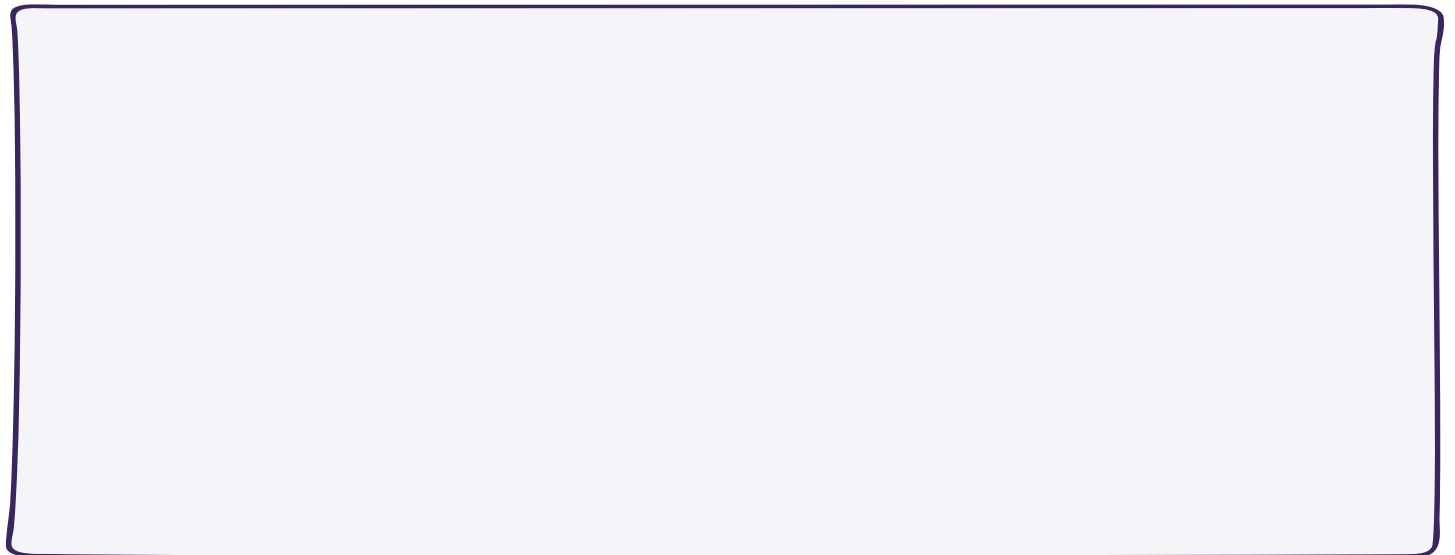
2. There is a big sale at the mall. Coats are on sale for \$25. Shoes are on sale for \$30. The sale is going on all weekend. Chloe buys 2 coats and 3 pairs of shoes. How much money does she spend total?

Chloe spends _____



3. Tanika makes 5 stacks of crepes. Some of the crepes have apple filling, and some of the crepes have mushroom filling. Each stack contains 6 crepes. Tanika and her sister eat 2 crepes each. How many crepes are left?

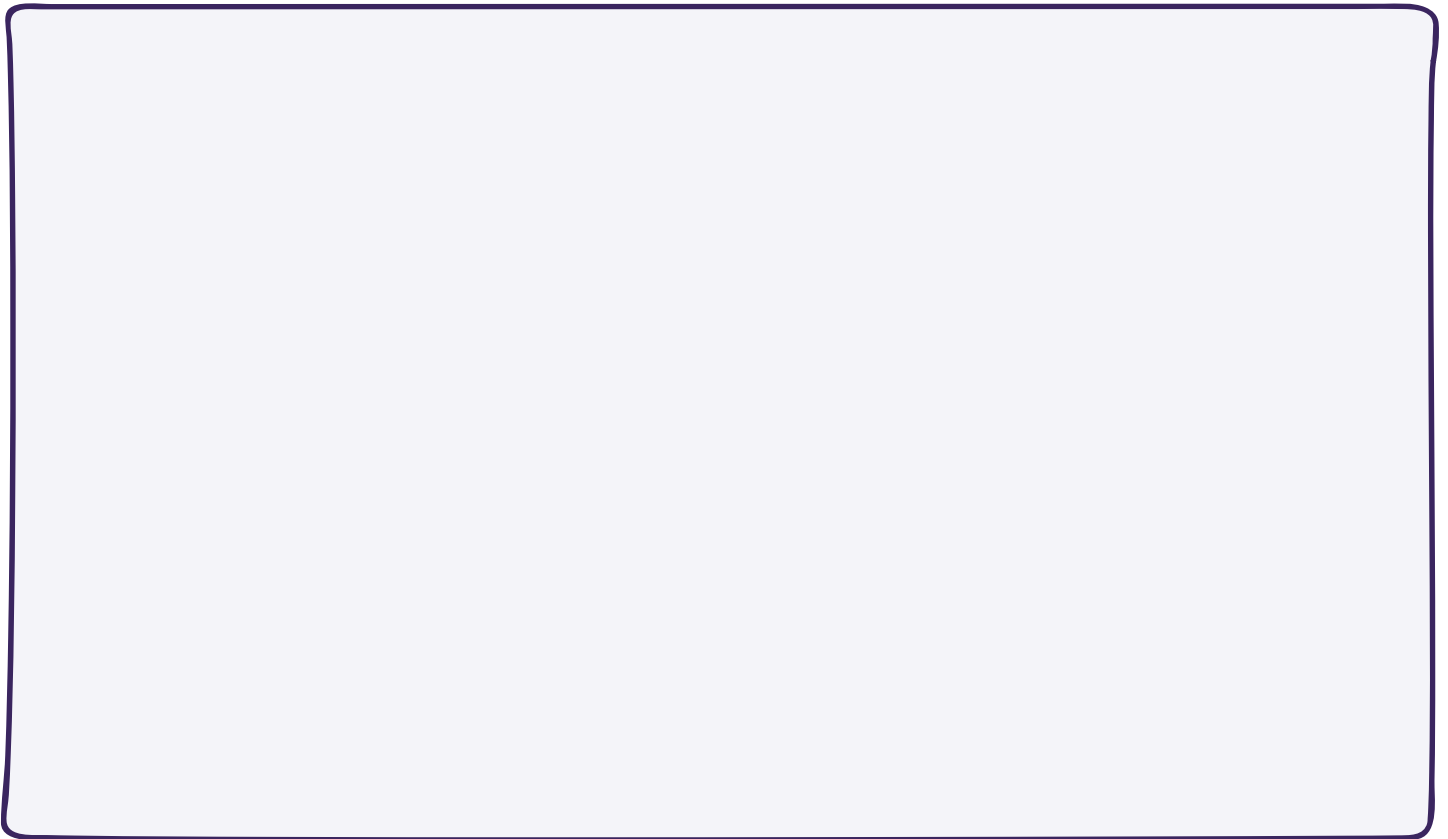
Corrie needs to babysit for _____ hour(s).



Word Problems

4. Nahuel and his family are going to spend the day in New York City. Nahuel and his dad are looking for parking. Lot 1 charges \$30 for the first 2 hours and \$8 an hour for each additional hour. Lot 2 charges \$40 for the first two hours and \$5 for each additional hour. Nahuel and his father need to park for 6 hours. Which lot should they choose?

Nahuel and his dad should choose lot _____





www.flocabulary.com