CHAPTER 15

Jesus Suffered and Died for Us (Holy Week Events)

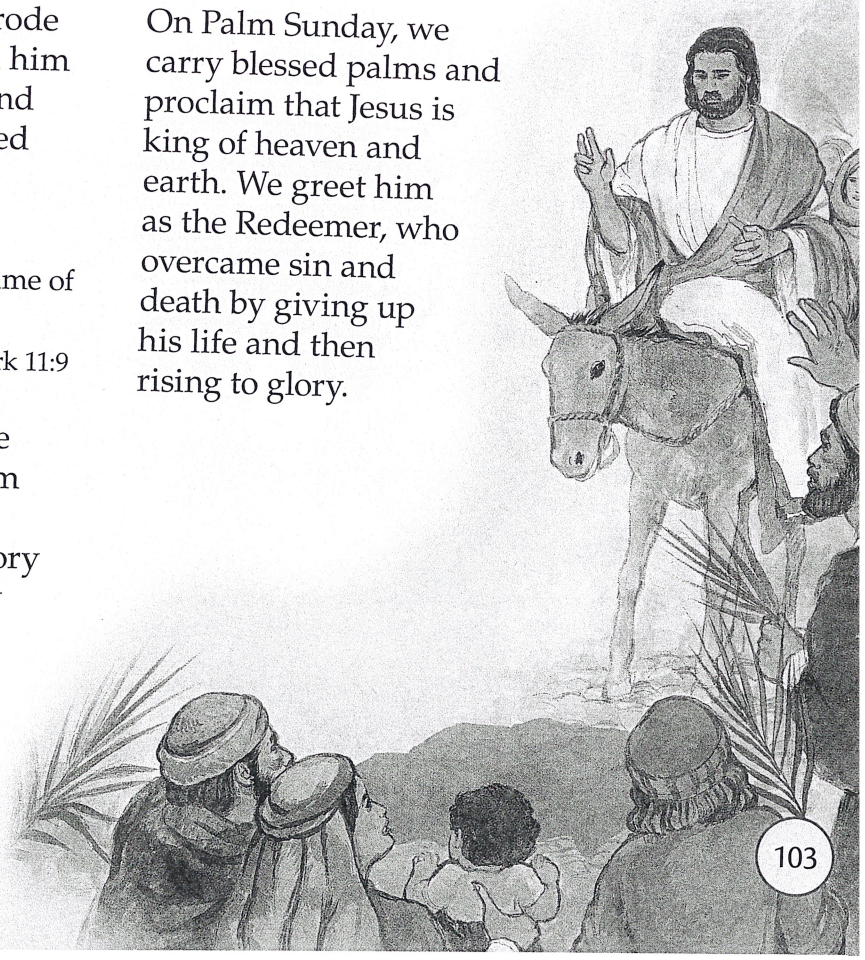
Jesus Was Honored as King

On the (Palm) Sunday before he died, Jesus rode into Jerusalem. The people welcomed him as a king. They spread their clothes and palm branches on the road. They called him the Son of David and shouted,

> "Hosanna!
> Blessed is he who comes in the name of the Lord!"
>
> Mark 11:9

The people thought Jesus would be the great leader who would free them from Roman rule. Jesus accepted the joyful praise of the people. This was his victory march. Soon he would win the victory over sin and death.

On Palm Sunday, we carry blessed palms and proclaim that Jesus is king of heaven and earth. We greet him as the Redeemer, who overcame sin and death by giving up his life and then rising to glory.

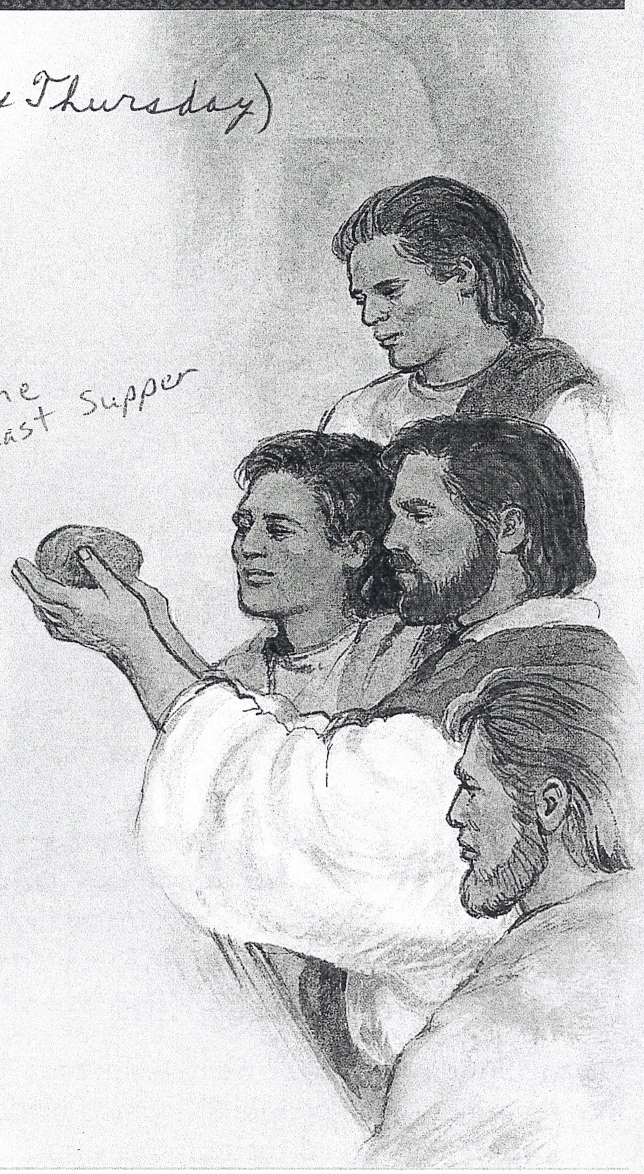


Jesus Made a New Covenant (Holy Thursday)

At a Passover meal the Israelites celebrated how God had freed them from slavery in Egypt. They renewed their covenant by promising to keep God's commandments and to live as his Chosen People. They offered a Passover lamb in sacrifice.

Jesus celebrated the Passover meal with his apostles the night before he died. At this meal Jesus made a New Covenant with them and us. He gave us a new commandment. He offered himself as the lamb who saves us from sin and death. By his power, bread and wine became his Body and Blood. He offered them to God as he would offer himself on the cross. Then he gave himself to his disciples under the forms of bread and wine.

Today Jesus continues to make his sacrifice present in the **Sacrifice of the Mass.** At Mass we celebrate the New Covenant. It is also our covenant meal celebrated and shared by God's holy people.



Write the law of the New Covenant by printing above each letter the one that comes before it in the alphabet.

A	S	I	H	A	V	E	L	O	V	E	D	Y	O	U
B	T	J	I	B	W	F	M	P	W	F	E	Z	P	V

S	O	Y	O	U	A	L	S	O	S	H	O	U	L	D
T	P	Z	P	V	B	M	T	P	T	I	P	V	M	E

L	O	V	E	O	N	E	A	N	O	T	H	E	R
M	P	W	F	P	O	F	B	O	P	U	I	F	S

John 13:34

Jesus Faced His Agony

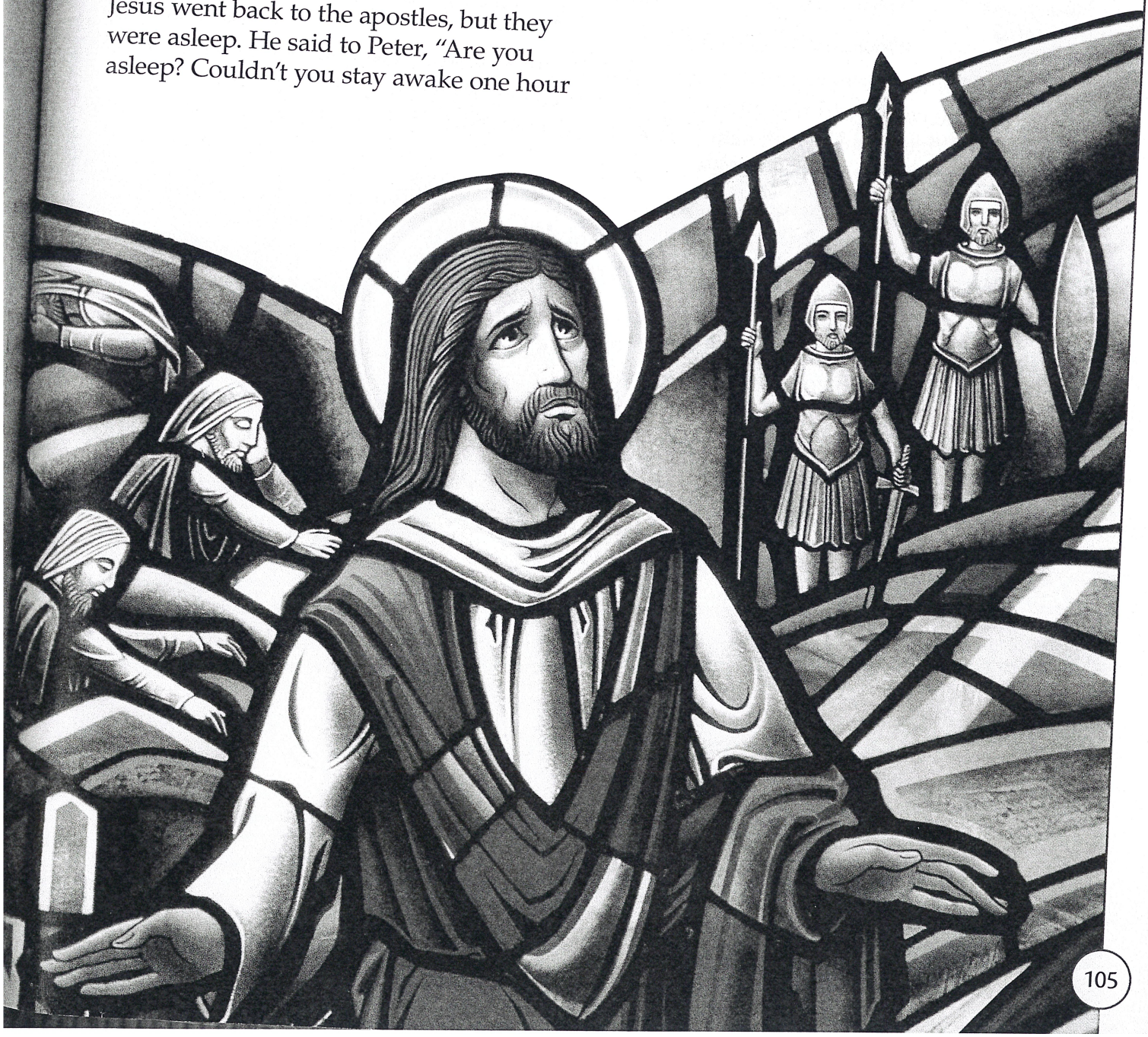
On the night before he died, Jesus went with Peter, James, and John to the garden of Gethsemane. He told them, "My soul is filled with sorrow. Wait here, and keep awake!"

Jesus was truly human. Like all people, he did not want to suffer or die. In fear he fell to the ground and prayed to his Father to save him from that hour. "My Father!" he said, "Everything is possible for you. Take this cup away from me, but not what I will but what you will."

Jesus went back to the apostles, but they were asleep. He said to Peter, "Are you asleep? Couldn't you stay awake one hour with me? Watch and pray that you may not be put to the test." The apostles did not know what to say.

Jesus left them and went away again to pray. He came back a second and a third time. Each time the apostles were sleeping. Then he said to them, "The hour has come. Get up! Let us go! My betrayer is near."

adapted from Mark 14:32–42



Jesus Gave His Life for Us (Good Friday)

Jesus spent his whole life helping people and following God. He had told his disciples that he would suffer and die. Now the time had come.

While Jesus was in the garden of Gethsemane, Judas came with soldiers to arrest him. He kissed Jesus as a sign that the men should capture him. The apostles ran away in fear. Jesus was taken away to be questioned by the high priest. At the high priest's house, some of the guards hit Jesus and called him names.

The next day Jesus was sent to Pontius Pilate, the Roman governor. Pilate questioned Jesus. Pilate's soldiers whipped and bullied him. To make fun of Jesus, they made a crown of thorns to put on his head.

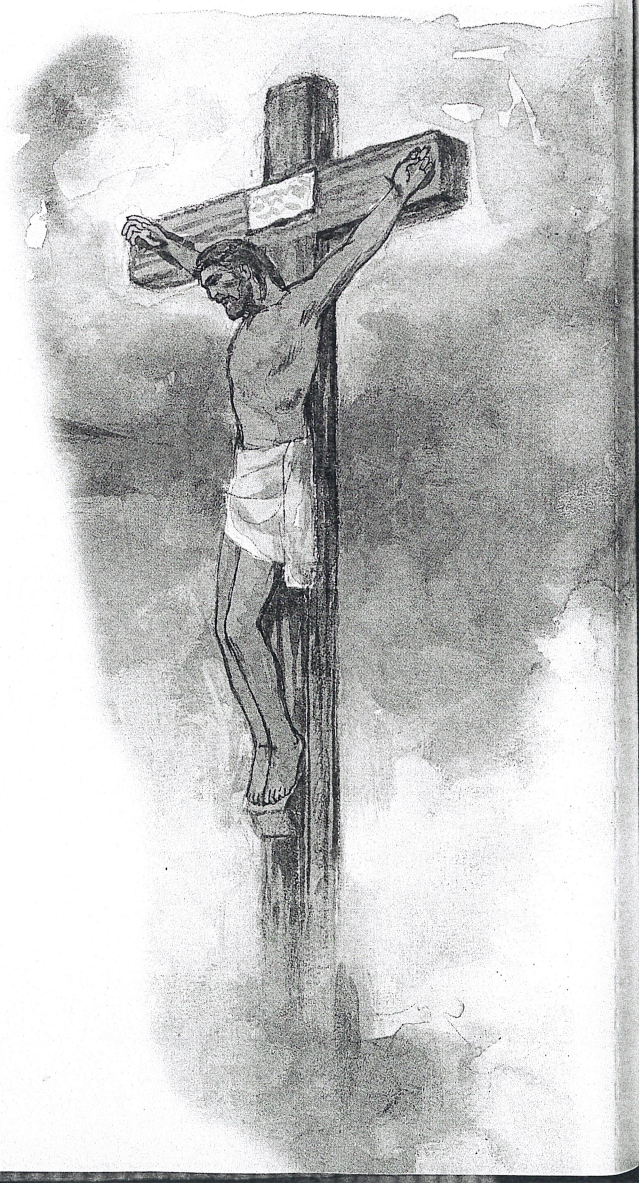
Pilate knew Jesus was not guilty of any crime. But the people who had gathered in the courtyard had turned against Jesus and demanded that he be crucified. Pilate gave in and sent Jesus outside the gates of Jerusalem to be crucified.

Jesus had to carry his cross the whole way. All along the way, people laughed at him. When they got to a hill called Calvary, Jesus was crucified.

At noon, darkness fell over the whole land. At three o'clock in the afternoon, Jesus cried out: "It is finished! Father, into your hands I entrust my spirit!" Jesus bowed his head and died.

A soldier guarding Jesus was amazed. He said, "Truly this man was the Son of God."

adapted from Mark 14:43–46; 15:1–39; Matthew 27:15–44; Luke 23:1–5; John 19:2–6



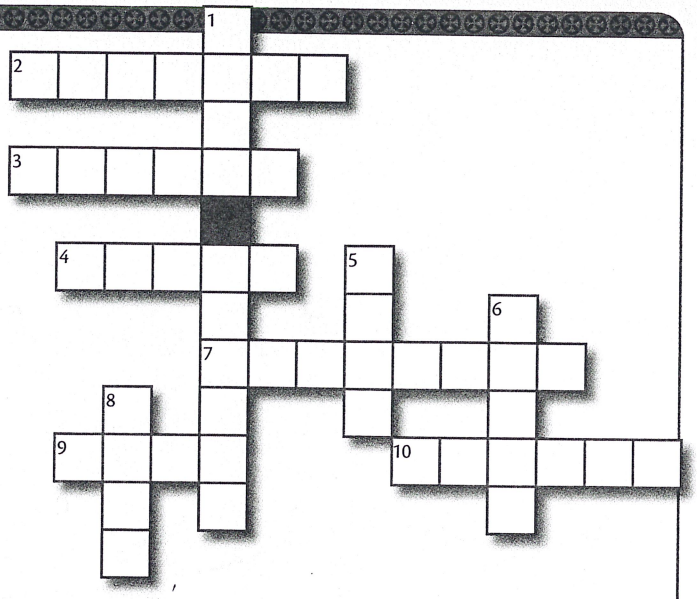
We Take Up Our Cross

Jesus said that if we wish to follow him, we must take up our cross. This means accepting hard things that come into our lives. We may fail in things we try to do. Some people may hurt us. Things that happen may disappoint us or make us sad. When sufferings like these come, we can pray and ask Jesus to help us accept them as he did. Then he will use these sufferings to help others and to bring us closer to him.

Jesus promised that those who suffer with him will be with him in heaven. He will share his glory with those who have shared his cross. We can be happy with Jesus no matter what happens. We know that our sufferings can lead us to eternal happiness with God.

A Moment with Jesus

Think about all Jesus did to save us. Thank Jesus for his great love for us.



Jesus' Passion and Death

Complete the crossword.

Across

2. The hill where Jesus was crucified was _____ .
3. The governor who gave Jesus over to the soldiers was _____ .
4. The sign of Jesus' death is a _____ .
7. Jesus celebrated the Jewish feast of _____ .
9. By his death Jesus showed his great _____ .
10. Jesus prayed to his _____ .

Down

1. Jesus' final meal with his apostles is called the _____ _____ .
5. We celebrate Jesus' sacrifice when we are at _____ .
6. Jesus saved us by his suffering and _____ .
8. Jesus was disappointed when his apostles couldn't keep awake for an _____ .

CHAPTER 16

Jesus Is Risen

The Risen Jesus Brings Peace and Joy

All of us have fears. Some fears are good because they keep us from harm. Other fears are not good when they keep us from feeling good about ourselves or from loving Jesus or others.

Mark an *X* before each fear you think is real for children your age.

_____ fear they won't have friends

_____ fear someone they love will die

_____ fear of the dark

_____ fear their parents don't love them

_____ fear of dogs

_____ fear someone might ask them to do something hurtful

_____ fear of reading out loud

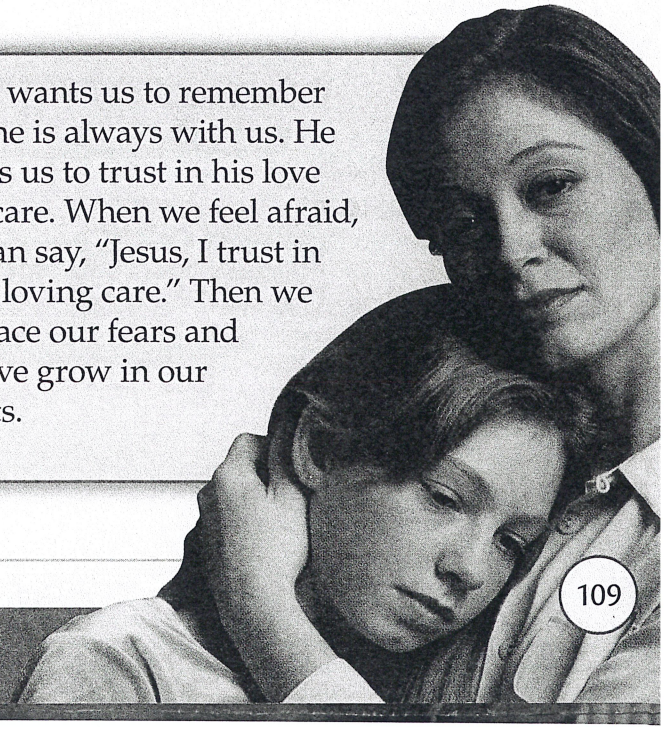
_____ fear older children will beat them up

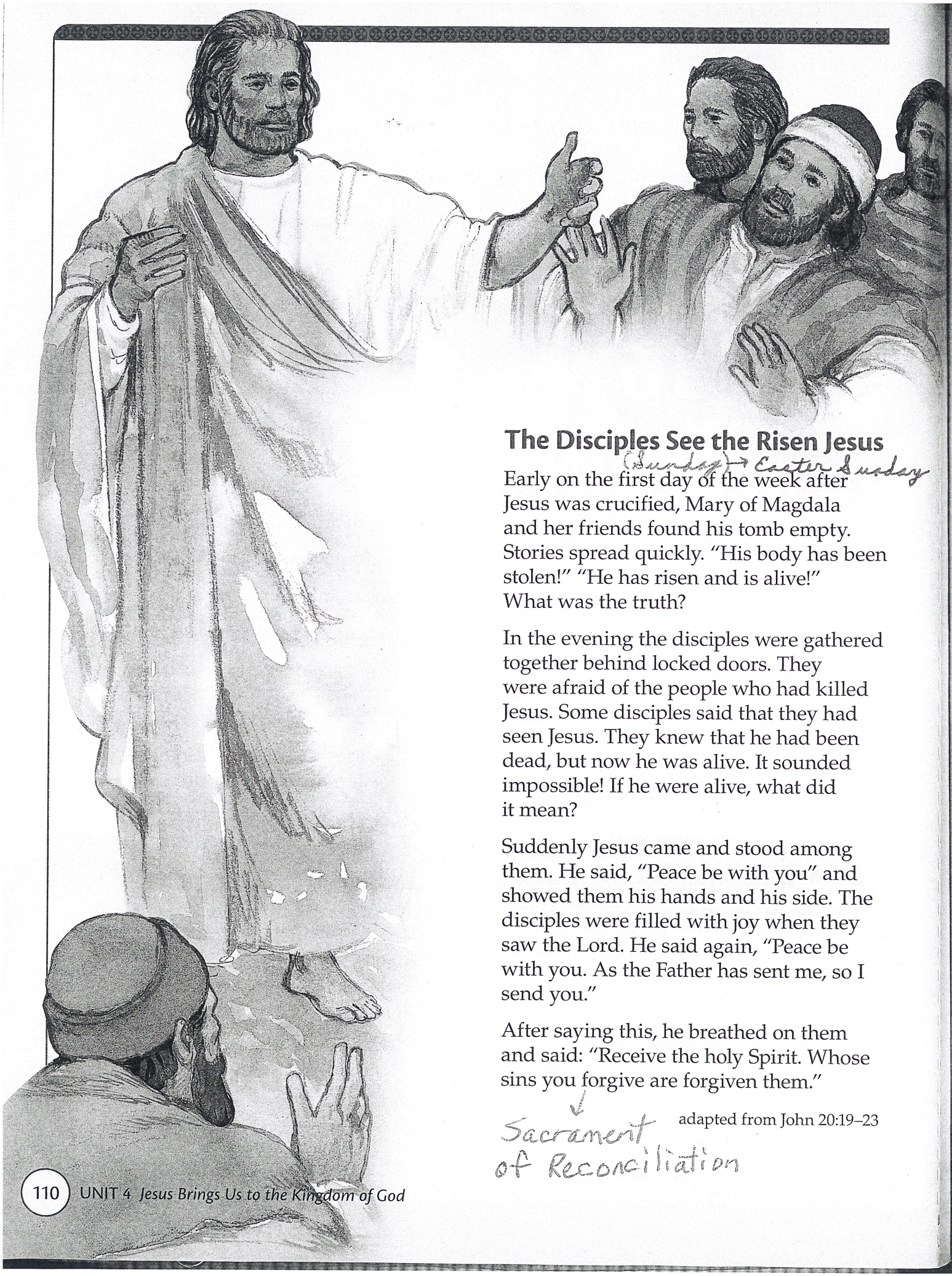
_____ fear their parents will be divorced

_____ fear they will lose their friends if they disagree with them

_____ fear of a terrorist attack

Jesus wants us to remember that he is always with us. He wants us to trust in his love and care. When we feel afraid, we can say, "Jesus, I trust in your loving care." Then we can face our fears and let love grow in our hearts.





The Disciples See the Risen Jesus

(Sunday) → Easter Sunday

Early on the first day of the week after Jesus was crucified, Mary of Magdala and her friends found his tomb empty. Stories spread quickly. "His body has been stolen!" "He has risen and is alive!" What was the truth?

In the evening the disciples were gathered together behind locked doors. They were afraid of the people who had killed Jesus. Some disciples said that they had seen Jesus. They knew that he had been dead, but now he was alive. It sounded impossible! If he were alive, what did it mean?

Suddenly Jesus came and stood among them. He said, "Peace be with you" and showed them his hands and his side. The disciples were filled with joy when they saw the Lord. He said again, "Peace be with you. As the Father has sent me, so I send you."

After saying this, he breathed on them and said: "Receive the holy Spirit. Whose sins you forgive are forgiven them."

adapted from John 20:19–23

↓ Sacrament of Reconciliation

Jesus' Disciples Bring His Peace

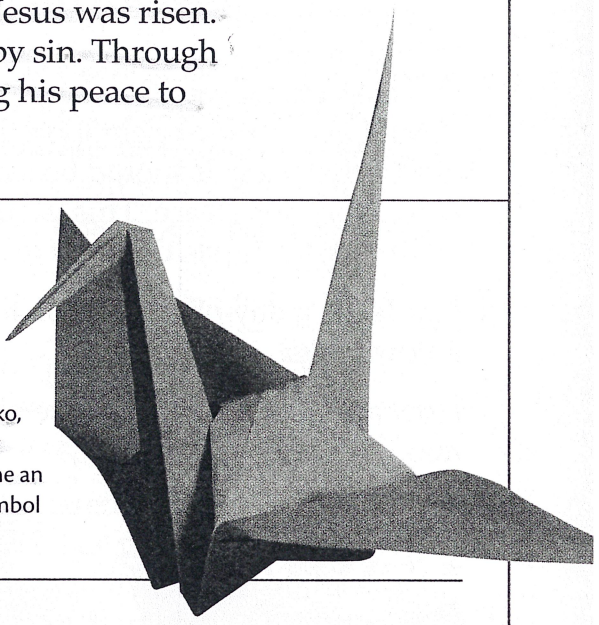
After Jesus appeared to them, the disciples knew that Jesus was truly the Lord. He had come to take away all their fears. They were filled with hope and peace. The disciples would spread the good news that Jesus was risen. He had restored the eternal life of grace that had been lost by sin. Through them, he would forgive sins. Then the disciples would bring his peace to people everywhere.

Sadako Worked for Peace

The girl in the picture is Sadako Sasaki. She lived in Hiroshima, Japan. Her city was destroyed by a bomb in World War II. Many people were hurt, including Sadako.

She and her family prayed for people who were killed or hurt in the war. They worked for peace.

People all over the world heard about Sadako's prayers for peace. Because of her they wanted to work and pray for peace too.



Because of Sadako, the folded paper crane has become an international symbol of peace.

We Work for Peace

Everyone who works for peace helps build a better world. Christians are called to go out and bring Jesus' peace to the ends of the earth.

How can you bring Jesus' message of peace to your family and other people you meet?

A Moment with Jesus

Pray these words adapted from the Peace Prayer of Saint Francis.

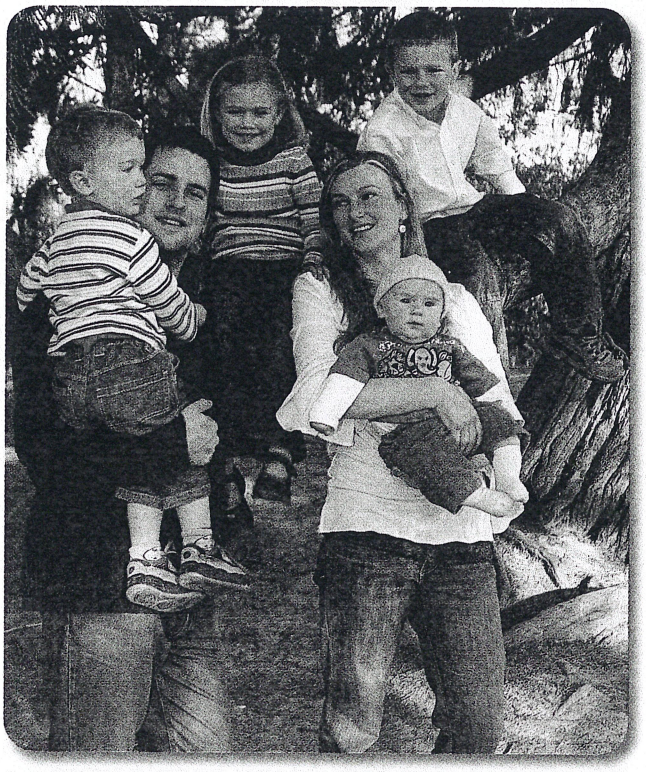
Lord, make me an instrument of your peace:
where there is hatred, let me bring love;
where there is injury, let me bring pardon;
where there is doubt, let me bring faith;
where there is despair, let me bring hope;
where there is darkness, let me bring light;
and where there is sadness, let me bring joy.

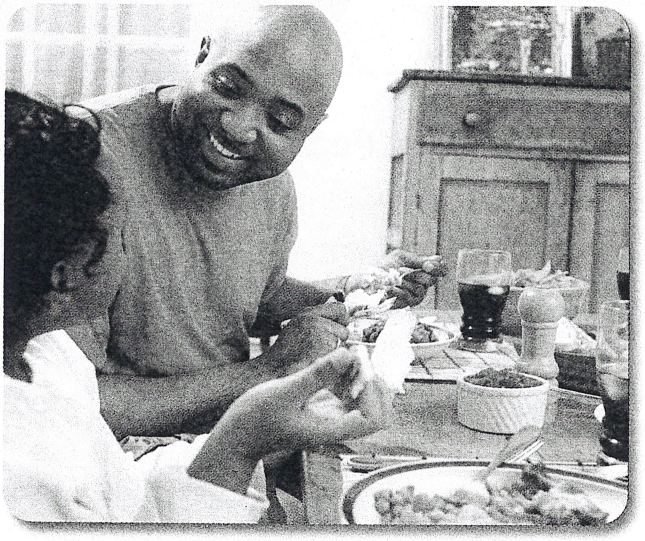
We Celebrate Easter

Easter is the day we celebrate Jesus' Resurrection. It is the greatest feast of the whole year. It is Christ's great victory over sin and death. This victory is so great that we celebrate it every Sunday. We have a special eucharistic celebration this first day of the week. It should be a day of joy, relaxation, and peace. This is our response to all that Jesus has done for us.

Sunday is a day of celebration for all who follow Jesus.

How are the families in these pictures making Sunday special?





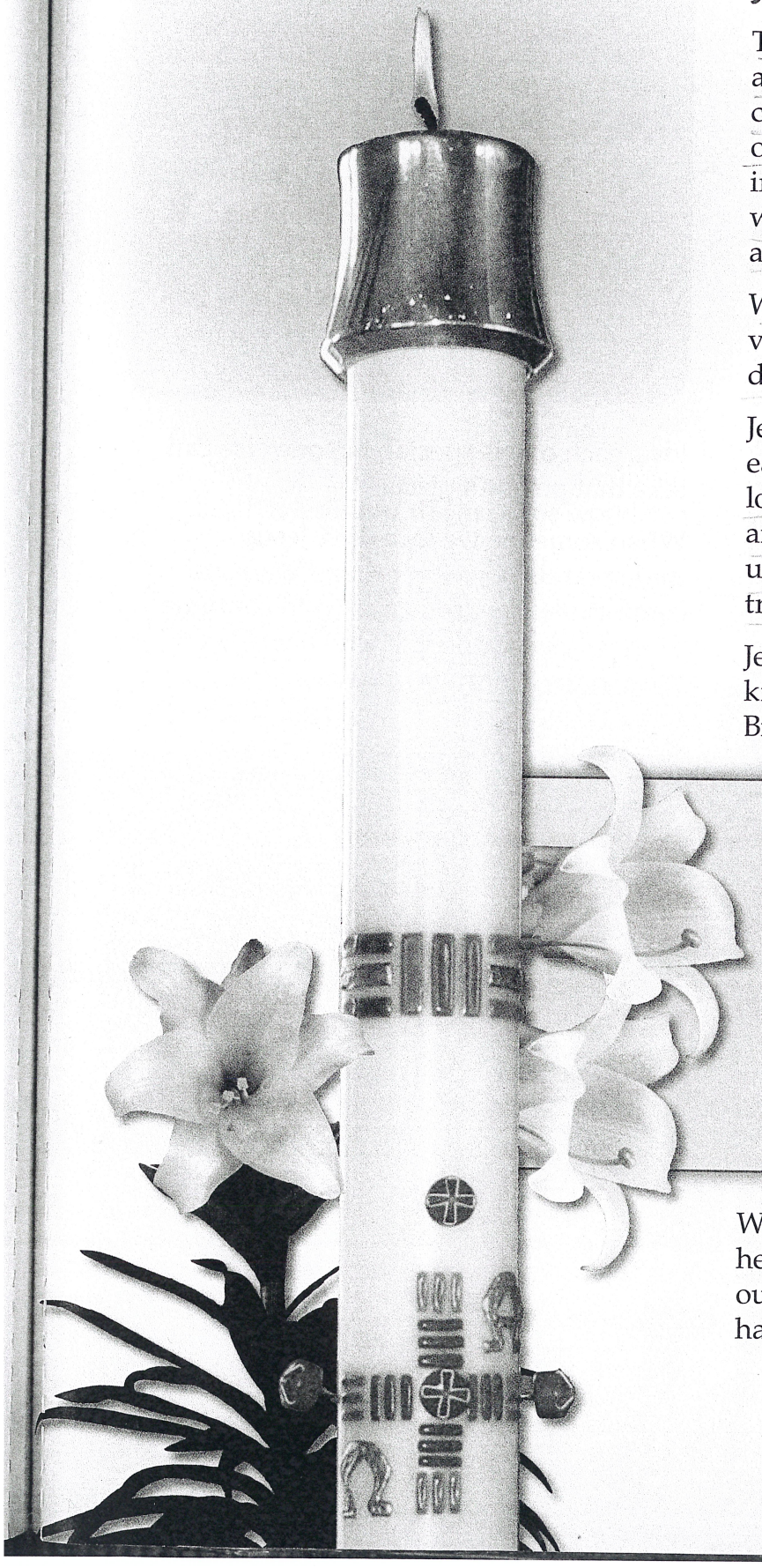
List two things your family likes to do to celebrate Sunday.

1. _____

_____

2. _____

_____



Jesus' Death Brought New Life

The beautiful Easter candle that is lighted at the Easter Vigil is called the paschal candle. It reminds us that Jesus, the light of the world, is still with us. We share in the light of this candle. It is a sign that we also share in Jesus' victory over sin and death.

Why then do people still die? Jesus' victory changed death to life. When we die, we live a new life in heaven.

Jesus has prepared a place in heaven for each of us. He has promised that if we love him, we will live with him forever and be perfectly happy. We do not fully understand what that means, but we can trust God. God keeps his word.

Jesus revealed something of the heavenly kingdom to John. In the last book of the Bible, John tells us:

> I heard a loud voice saying, "This is God's home with the human race! He will live among them and they will be his people. God will always be with them as their God. He will wipe every tear from their eyes. There shall be no more death or sorrow, crying or pain, for the old order has passed away."
>
> adapted from Revelation 21:3–4

When we die, we will live with Jesus in heaven. Jesus will come and take us to our new home. There we will be perfectly happy with God who loves us so much!

Death Is a Time of Sadness and Joy

If death is such a wonderful event, why are we sad when someone dies?

We are sad when someone dies because we miss the person we have loved. Jesus was sorrowful when his friend Lazarus died. He went to the place where Lazarus was buried, and he cried. The people knew that Jesus loved Lazarus and missed him. Jesus shows us that it is all right to be sad when someone we love dies.

Death is a time when we can be both happy and sad. We can be happy because through death, we go home to God. We will know and love God in a new way in heaven. We will see God's goodness and beauty. We will be filled forever with a joy greater than we can ever know on earth. We will never suffer or be sad again.

But for those left behind on earth, there is sadness. It is hard to say good-bye to someone we love. No matter how many people we love, each one is special. No one else can take that person's place.

When someone we love dies, Jesus understands how we feel and wants to comfort us. He also wants us to continue to show love for people who have died. We can pray for them. We can show respect for their bodies by burying them reverently and by visiting their graves.

Crossword Puzzle

Read the sentences and complete the puzzle with the correct words.

Across

1. When Jesus appeared to the disciples, he said, "_____ be with you."
2. Jesus breathed on his disciples and said, "Receive the Holy _____."
3. Jesus was sad when his friend _____ died.
4. _____ of Magdala was the first one to find the empty tomb.
5. The disciples would spread the _____ _____ that Jesus was risen.

Down

1. The _____ _____ reminds us that Jesus is the light of the world.

Working for Peace Every Day

Each one of us can work for peace and spread Jesus' message to the world. Fill out the pledge below to share some of the ways you work for peace in your everyday life.

Pledge for Peace

* Answers will vary.

I _____ work for peace.
(name)

At school, I work for peace by

_____

_____

When I play with friends, I work for peace by

_____

_____

At home, I work for peace by

_____

_____

One peaceful thing I want to do better is

_____

_____

CHAPTER 16 Review

Complete the Sentences

Write the missing letters on the blanks.

1. By his Resurrection Jesus overcame sin and d e a t h.
2. The feast on which we celebrate Jesus' Resurrection is E a s t e r.
3. If we trust Jesus, he can take away our f e a r s.
4. We celebrate the Resurrection of the Lord each S u n d a y.
5. When we die, Jesus will take us home to H e a v e n.

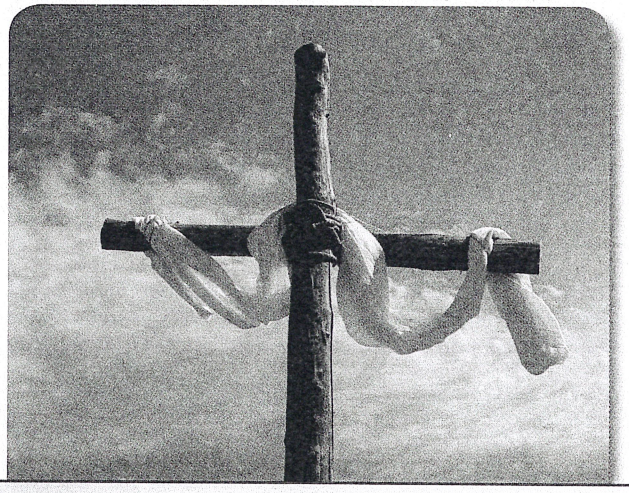
We Remember

Why do we celebrate Jesus' Resurrection?

We celebrate Jesus' Resurrection because when he destroyed death, he showed he was God. He made it possible for us to live with him forever in heaven.

We Respond

I want to live as a follower of Jesus, our risen Lord. I pray, "Jesus, I trust in your loving care."



Building Family Faith

CHAPTER SUMMARY Jesus rose from the dead. His Resurrection opens the gates of heaven to us. Because Jesus conquered death, we too can look forward to eternal life in heaven.

REFLECT

If, then, we have died with Christ, we believe that we shall also live with him. We know that Christ, raised from the dead, dies no more; death no longer has power over him.

Romans 6:8–9

DISCUSS AS A FAMILY

- Jesus' first words to his disciples after his Resurrection were "Peace be with you." (John 20:21) Where do we need peace in our family?
- Jesus' Resurrection means that he is present in our lives. How is Jesus present to us? Where do we see him in our family?

PRAY

Thank you, Lord Jesus, for giving us new life. Help us see you in all things.

DO

Plan how your family can help bring peace to people in distress. If possible, choose a situation close at hand, such as family members or friends who are ill or suffering.

Visit **www.ChristOurLife.org/family** for more family resources.

CHAPTER 17

Jesus Christ Is Lord and King

Jesus Returned in Glory to His Father

In the Bible, the last time Jesus appeared to his disciples, he gave them this message:

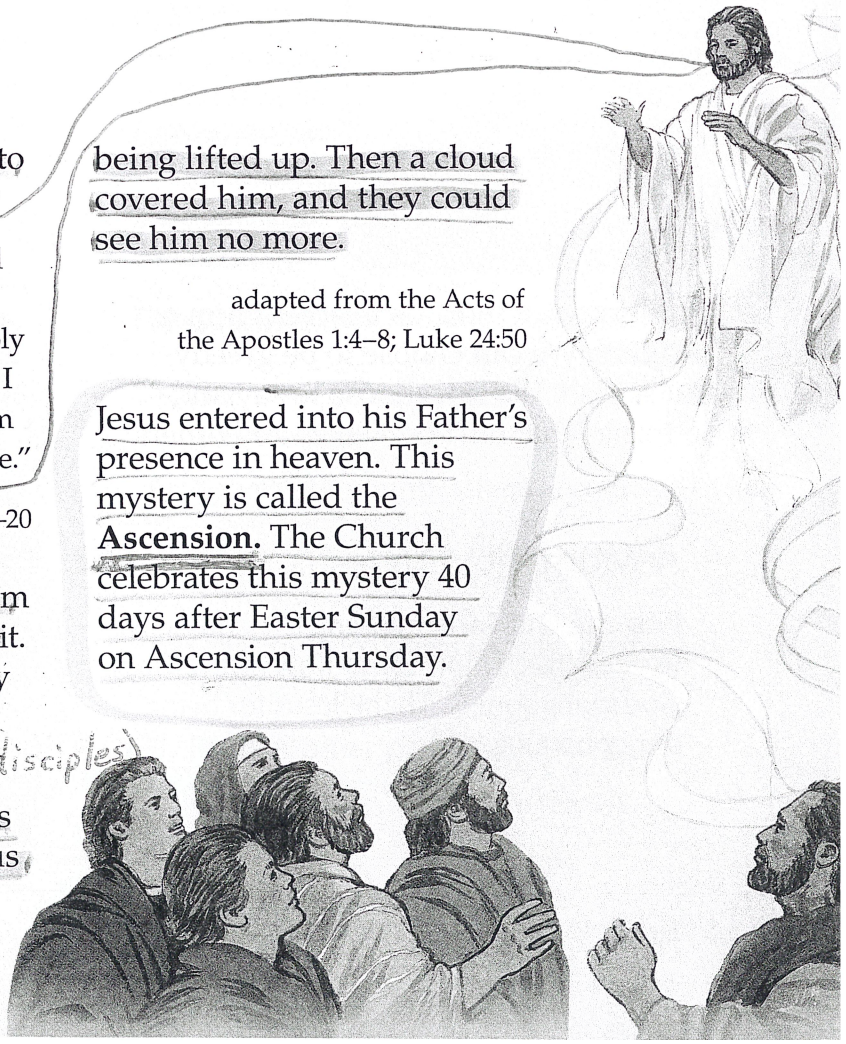
> "Go, therefore, and make disciples of all nations, baptizing them in the name of the Father, and of the Son, and of the holy Spirit, teaching them to observe all that I have commanded you. And behold, I am with you always, until the end of the age."
>
> Matthew 28:19–20

Jesus also told them to return to Jerusalem and wait for the coming of the Holy Spirit. They would receive power from the Holy Spirit and become Christ's **witnesses** before the whole world.

After saying these things Jesus raised his hands in blessing. The disciples saw Jesus being lifted up. Then a cloud covered him, and they could see him no more.

adapted from the Acts of the Apostles 1:4–8; Luke 24:50

Jesus entered into his Father's presence in heaven. This mystery is called the **Ascension.** The Church celebrates this mystery 40 days after Easter Sunday on Ascension Thursday.



GL. p. 4

✳ The Paschal Mystery

Jesus saved us through his passion, death, Resurrection, and Ascension into glory. This is called the **Paschal Mystery.** We celebrate the Paschal Mystery at every Mass. We celebrate its saving effects in the sacraments.

May Christ Reign in Our Hearts

Jesus is called Christ the King because he saved us and now sits at the right hand of God the Father. The time of a king's rule is called a **reign.** Christ the King will rule forever. His reign will never end.

Wherever Christ reigns, there is truth, justice, and peace. Every person is respected and treated fairly. People's needs are met. We are all free to use our gifts and to join together in community.

Jesus does not force us to accept him as our king. We can choose to be greedy and selfish. We can choose to say and do things that hurt ourselves and others.

But we will be happy only when we live in love. In Christ's kingdom, love reigns. We let Christ reign in our hearts when we listen to him and obey his teachings.

> Sing praise to God, sing praise;
> sing praise to our king, sing praise.
> God is king over all the earth;
> sing hymns of praise.
> God rules over the nations;
> God sits upon his holy throne.
>
> Psalm 47:7–9

During every Mass, we proclaim Christ as king. After praying the Our Father, we praise God, saying:

> *For the kingdom, the power*
> *and the glory are yours,*
> *now and forever.*

A Moment with Jesus

Pray the Our Father adding the ending we use at Mass. Think about how awesome God's kingdom is. Thank Jesus for being our good king.

A Crisscross Puzzle GL p.4

Read the sentences and complete the puzzle with the correct word.

1. Forty days after Easter, Jesus ascended into_____ .
2. Jesus gave a farewell message to his _____ .
3. The Church celebrates Jesus' return to heavenly glory on _____ Thursday.
4. Jesus told his disciples to teach all _____ .
5. Jesus sent his disciples to be his _____ before the whole world.

Jesus My King

Find the sentences that tell something you can do to show that Jesus is your king. Print the numbers of these sentences in the jewels on the crown. Then print *Christ the King* in the crown.

1. Say something friendly to a child who looks lonely or sad.
2. Tease little children.
3. Send a card to someone who is lonely or sick.
4. Complain about food and other things you don't like.
5. Be patient when others do something that upsets you.
6. Argue with your brothers and sisters.
7. Refuse to share new things that you really like.
8. Offer to help others with tasks at home and at school.
9. Pray for other people.
10. Sulk when you don't get what you want.

Jesus Will Come Again

Jesus will come again in glory at the end of time to judge all people. Jesus told his disciples about this judgment. He said, "The Son of Man will come with all his angels and take his seat on his throne. All the people of the earth will be gathered before him. He will separate them into two groups, as a shepherd separates the sheep and the goats."

The king will say to those on his right hand, "Come, you who are blessed by my Father. Receive the kingdom prepared for you from the creation of the world. For I was hungry and you gave me food. I was thirsty and you gave me drink. I was a stranger and you welcomed me. I was naked and you clothed me. I was sick and you visited me, in prison and you came to see me." Corporal Works of Mercy

Then these people will say, "Lord, when did we see you in want and do these things for you?" The king will answer them, "Whenever you did this to one of the least of mine, you did it to me."

Next he will say to those on his left hand, "Go away from me, to the eternal fire prepared for the devil and his angels. For I was hungry and you gave me no food. I was thirsty and you gave me no drink. I was a stranger and you did not make me welcome, naked and you did not clothe me. I was sick and in prison and you did not care for me."

Then they will ask, "When did we see you in want and not take care of your needs?"

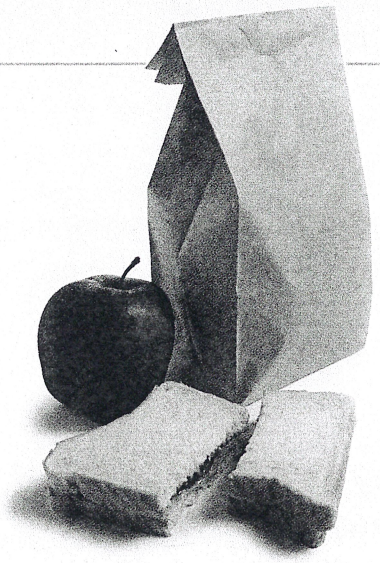
The king will answer them, "What you did not do for one of these least ones, you did not do for me."

They will go away to eternal punishment, and the good will go to eternal life.

adapted from Matthew 25:31–46

How Can We Show Mercy to Others?

Read the sentences. Answer the questions.



1. My little brother is very sad because his goldfish died. What should I do?

Answers will vary, but must make sense.

2. Kayla hasn't been bringing a lunch to school lately. She says she isn't hungry, but I can hear her stomach growling. What should I do?

3. Emma likes to make fun of the new boy in school because he has a funny accent. What should I do?

4. Anthony broke his leg skateboarding. He is stuck in bed for a while. He is really bored and lonely. What should I do?

5. We're learning about fractions in math class. I'm good at adding them together, but my friend Alex is having trouble with them. What should I do?

6. Ever since my baby sister was born, Mom and Dad haven't spent as much time with me. I'm feeling really left out. What should I do?

7. It's cold outside, but Ethan doesn't have a warm coat. My brother has outgrown his and gotten a new one. The old one is just Ethan's size. What should I do?

8. Grandma has to go to the hospital for an operation. My mom is really upset because her mother is so sick. What should I do?

CHAPTER 17

Review

We Remember

How do we know that whatever we do for others, we do for Jesus?

Jesus said, "Whatever you do for one of the least of mine, you do for me."

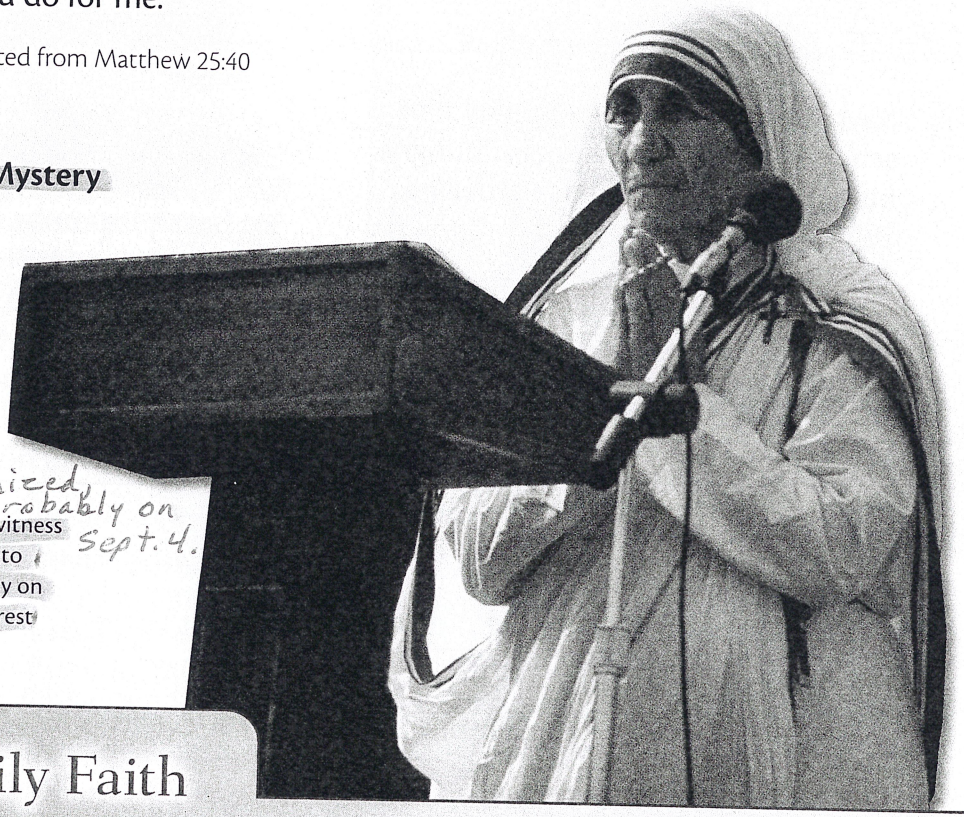
adapted from Matthew 25:40

We Respond

Jesus, I love you.

Words to Know

Ascension **Paschal Mystery**
witness



This year (2016) she will be canonized, probably on Sept. 4.

Blessed Teresa of Calcutta was a witness to Jesus. She showed Jesus' mercy to everyone she met. Her Sisters carry on her work of loving him in the poorest of the poor.

Building Family Faith

CHAPTER SUMMARY **The risen Jesus is Lord and King of all creation. One day he will come in glory to judge all people. We honor our king by acting kindly and generously toward others.**

REFLECT

Then the king will say to those on his right, "Come, you who are blessed by my Father. Inherit the kingdom prepared for you from the foundation of the world. For I was hungry and you gave me food, I was thirsty and you gave me drink, a stranger and you welcomed me, naked and you clothed me, ill and you cared for me, in prison and you visited me."

Matthew 25:34–36

DISCUSS AS A FAMILY

- Why is it important to reach out to others with love?
- Read the Matthew 25 passage together as a family. Discuss how the loving actions that the king describes take place within your family.

PRAY

Lord Jesus, the kingdom, the power, and the glory are yours, now and forever. Amen.

DO

Ask each family member to describe a need that he or she has. Decide together how you will meet each need.

Visit **www.ChristOurLife.org/family** for more family resources.

CHAPTER 18

Jesus Gives the Spirit to the Church

Jesus Sent the Holy Spirit on Pentecost

GL p. 5

Before Jesus died, he made a very special promise to his apostles. He told them:

> "I will send you the Helper, the Holy Spirit, who knows all truth. He comes from the Father and will teach you all about me. Then you can teach other people about me because you have been with me from the beginning."
>
> adapted from John 15:26–27

Jesus kept his promise after he returned to heaven. The apostles waited in Jerusalem as Jesus had told them to do. Mary, the mother of Jesus, was with them. While they waited for the Holy Spirit, they prayed. Suddenly there was the sound of a loud wind. Something like tongues of fire rested on the heads of those who were there. The Holy Spirit had come! Wind and fire are signs of the Spirit. We celebrate this event on **Pentecost**.

The Holy Spirit Helps God's People

Jesus had sent the Holy Spirit to work in and through the apostles. They were the leaders of his Church. The Holy Spirit helped them grow in love for God and understand what Jesus had taught. He helped them act more like Jesus. The Holy Spirit made it possible for the apostles to carry on what Jesus had done.

- They did the will of God our Father.
- They did works of love.
- They taught all that Jesus had said.
- They prayed as Jesus had taught them.
- They forgave sins.
- They worked and suffered to spread the Kingdom of God.
- They offered Jesus' own sacrifice to the Father.

The Holy Spirit had come with power to help the whole Church do what Jesus had done. The Church is the People of God. We are God's people today. We listen to the Holy Spirit, obey our Church leaders, and do the work of Jesus.

The Holy Spirit Is with Us

The Holy Spirit came at Baptism to live within our hearts. He gives us the grace to love God and others. He helps us understand God's great love for us. The Holy Spirit has special gifts for us. Those gifts help us pray and do the work of Jesus in the world.

The Spirit speaks quietly–often when we are not expecting him. We do not want to miss his voice, so we must always be ready and listening!

Special Messages for You

Put the words below in the correct order. Then you will know how to be ready for the gifts of the Holy Spirit. The first word of each sentence is given.

1. Have _____.

   quiet time to God talk to some

2. Pray, "_____."

   Spirit Come Holy

3. Do _____.

   what you asks God

4. Use _____.

   grace the Spirit's Holy of gifts

5. Thank _____.

   his Spirit for the Holy gifts

A Moment with Jesus

Thank Jesus for giving us the gift of the Holy Spirit. Tell Jesus about the ways you listen to the Holy Spirit.

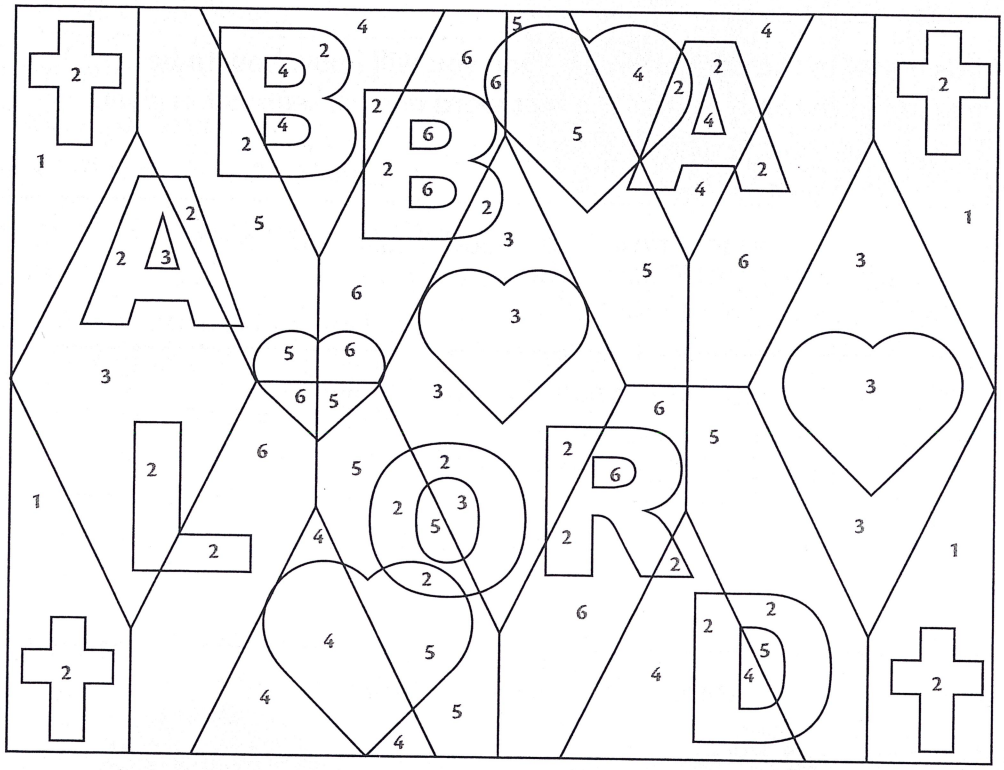
Discover the Special Words

Choose a color for each number and write it in below:

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

Use your new color code to decorate the stained glass window. Fill in each numbered space with the color you have chosen for that number. When you have filled in all the spaces, you will see two very special words.



Read the following messages carefully. They also reveal the special words.

First Special Word

The great God who has created all things is our Father! He loves us more than we can imagine. Jesus is happy to share his Father's love with us. He called God "**Abba,** Father." Jewish children used this name, which is like "Dad," for their earthly fathers. Jesus tells us that we too may call God by that name. How wonderful it is that our great, almighty God is our loving heavenly Father!

Second Special Word

Jesus, who loved us so much that he suffered and died for us, is the **Lord!** When Jesus returned to heaven after his Resurrection, God the Father made him Lord of heaven and earth. Jesus, as Lord, wants us to love him and come to him with our joys and sorrows. He wants to be our friend. The Holy Spirit wants us to love Jesus and become like him.

We can use these two special words when we pray to God. The Holy Spirit is with us and gives us the grace to pray and grow in love.

Mary Was Filled with the Spirit

Mary is the best example of what it means to listen to the Holy Spirit. She was full of grace. The Holy Spirit was always with her. However, the Holy Spirit came to Mary in a special way. The Spirit came at the Annunciation when the Father asked her to be the mother of Jesus. Mary also celebrated the presence of the Holy Spirit on Pentecost with the disciples. Think about these events in Mary's life. Ask Mary to help you listen to the Holy Spirit.

Mary, stained glass, Springfield, Illinois

Write about Mary's loving deeds at these special times.

Mary's relative Elizabeth was expecting a baby.

_____

_____

_____

Mary and Jesus were at the wedding at Cana.

_____

_____

_____

Jesus was dying on the cross.

_____

_____

CHAPTER 18

Review

Kateri Tekakwitha Listened to the Holy Spirit

The Holy Spirit gave Blessed Kateri Tekakwitha three special gifts: love, courage, and desire for prayer. Kateri was grateful for these gifts, and she used them well.

The Holy Spirit gives these gifts to us too. How do you use your gifts of love, courage, and desire for prayer?

Kateri Tekakwitha

Love

_____

_____

Courage

_____

_____

Desire for Prayer

_____

_____

We Remember

What does the Holy Spirit do for us?

The Holy Spirit helps us know and love God, pray, and do the work of Jesus.

Words to Know

Abba **Lord** **Pentecost**

We Respond

Come, Holy Spirit!

Building Family Faith

CHAPTER SUMMARY **After he returned to the Father, Jesus sent the Holy Spirit to those who followed him. This same Holy Spirit comes to us at Baptism and enables us to do the work of Christ.**

REFLECT

And do not grieve the holy Spirit of God, with which you were sealed for the day of redemption. All bitterness, fury, anger, shouting, and reviling must be removed from you, along with all malice. [And] be kind to one another, compassionate, forgiving one another as God has forgiven you in Christ.

Ephesians 4:30–32

DISCUSS AS A FAMILY

- When did you have a hard time doing the right thing but did it anyway? How were you able to do it?
- At school and at work, how are we challenged to be kind, compassionate, and forgiving?

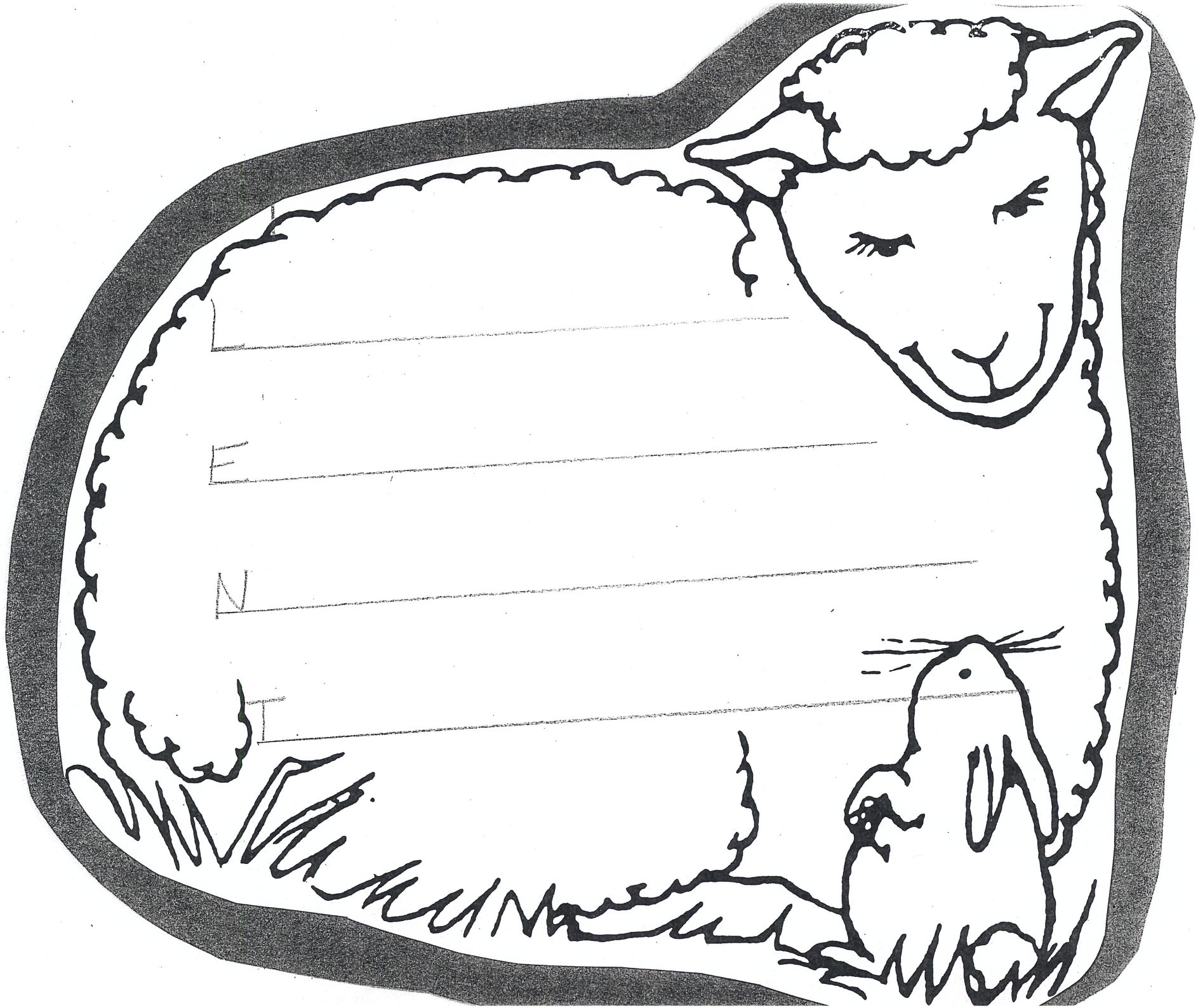
PRAY

Come, Holy Spirit, and fill the hearts of your faithful, and kindle in them the fire of your love. Send forth your Spirit and they shall be created, and you shall renew the face of the earth.

DO

Pray this Prayer to the Holy Spirit with your child at his or her bedtime.

Visit **www.ChristOurLife.org/family** for more family resources.


L
E
N
T

Name _____

Three Busy Pigs

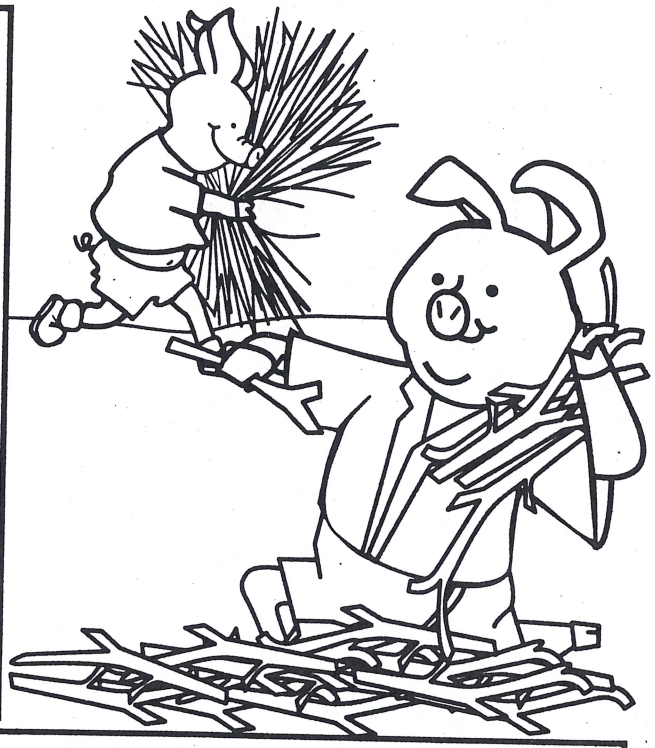
Read each sentence.
Study what is underlined.
Use the Color Code.
Color the house.

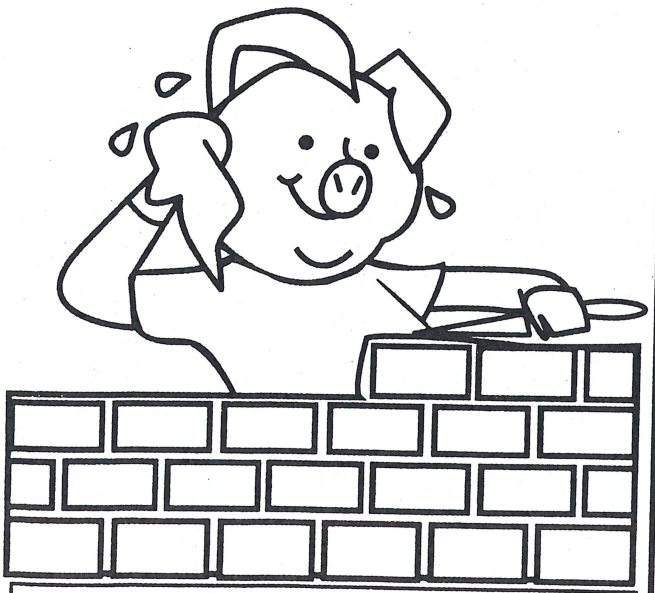
Remember!

A complete sentence has a **subject** and a **predicate**.

- The **subject** tells who or what the sentence is about.
- The **predicate** tells what the subject is or does.

1. The big bad wolf <u>is scary!</u>
2. <u>The three little pigs</u> are afraid!
3. <u>Each little pig</u> must build a house.
4. The first little pig <u>buys straw.</u>
5. He <u>builds a straw house.</u>
6. <u>The second little pig buys sticks.</u>
7. <u>He</u> builds a stick house.
8. The third little pig <u>buys bricks.</u>





Color Code

yellow = subject underlined
brown = predicate underlined
red = subject and predicate underlined

9. <u>The bricks</u> are very heavy!
10. The third little pig <u>works very hard.</u>
11. <u>Finally the brick house is built.</u>
12. <u>The big bad wolf</u> is hiding in the bushes.
13. <u>He</u> is watching the three pigs.
14. The wolf <u>smacks his lips.</u>
15. <u>The little pigs hear the wolf!</u>
16. <u>Each little pig</u> runs inside his house.

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Week Three

Name _____

Rewrite the sentences correctly.

Monday	1. Bill, jack, and david be working on the project _____ 2. The title of my report be southern trees. _____
Tuesday	1. Was that yer hat out on the deck _____ 2. You left it here last friday september 20. _____
Wednesday	1. My birthday were on september 12. _____ 2. Were haveing a party at 300 in the afternoon _____
Thursday	1. Theis saturday, mom be having a garage sale. _____ 2. my mom said The sale will begin at 700. _____
Friday	1. our parents were invite to the open house. _____ 2. im excite for they to meet my teacher. _____

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Week One

Name _____

Rewrite the sentences correctly.

Monday	1. On july 4, we will celebrate with fireworks _____ 2. me and tim we like sparklers, too. _____
Tuesday	1. She didnt go to school last tuesday. _____ 2. susan she had a doctors appointment. _____
Wednesday	1. we started school after labor day. _____ 2. my first day was august 24 2003. _____
Thursday	1. i like my class alot! _____ 2. joe and mike are my best friends. _____
Friday	1. they was very happy to see the new kitten. _____ 2. they name the kitten dempsey. _____

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Week Two

Name _____

Rewrite the sentences correctly.

Monday	1. the boys they be on the porch. _____ 2. They is playing a game with frends. _____
Tuesday	1. Last thursday, we had a visitor from mexico. _____ 2. The visitors name was miguel aguilera. _____
Wednesday	1. Has you heard the new playground rules _____ 2. arent john and erin good listeners _____
Thursday	1. jim is help me wit the deliveries. _____ 2. My newspaper route are in dayton ohio. _____
Friday	1. The letters was dated september 2 1999. _____ 2. Her grandmother lives in denver colorado _____

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Name _____

Irregular Verbs

Verbs that show past time in different ways are called irregular verbs.

Below are seven irregular verbs frequently used.

Present	Past-alone	Past with helping verb
break	broke	broken
bring	brought	brought
come	came	come
drive	drove	driven
do	did	done
eat	ate	eaten
give	gave	given

In the sentences below, circle the correct form of the verb.

Example > I have (did, (done)) the dishes.

1. We (ate, eaten) all the birthday cake.
2. Julie (came, come) to my piano recital.
3. Dad has (gave, given) me my allowance.
4. Mom (drove, driven) me to my soccer game.
5. Last night I (did, done) my homework.
6. My sister has (came, come) home from college.
7. My TV has been (broke, broken) a week.
8. Jimmy has (drove, driven) to Los Angeles.
9. Craig had (ate, eaten) too much ice cream.
10. I (broke, broken) my arm skiing in Colorado.
11. Elizabeth (did, done) me a big favor.
12. We have (gave, given) the problem much thought.
13. The Jordans (gave, give) a donation to the Red Cross.

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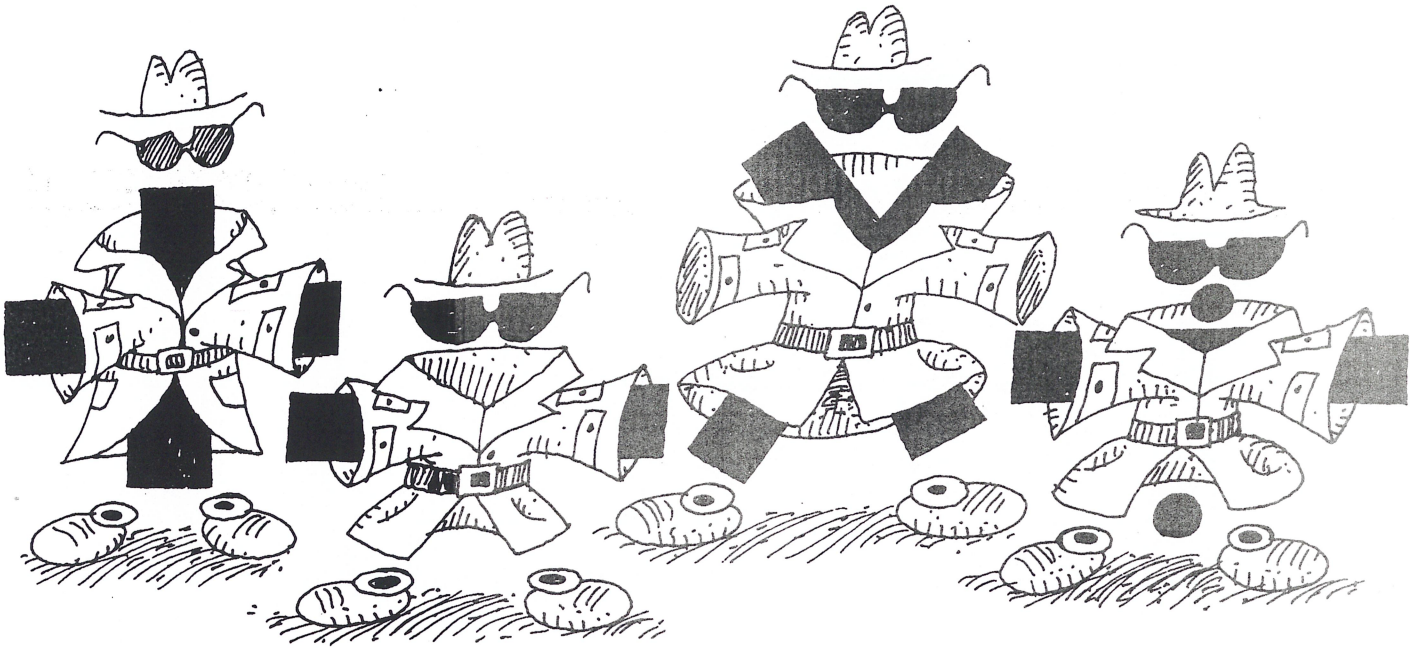
A Challenge!

Look at the problems below. You can probably tell that something is missing—the math sign! Can you write the correct sign in the circle to make a true math fact? This is hard, but it's worth a try!

+	−	×	÷
addition	**subtraction**	**multiplication**	**division**



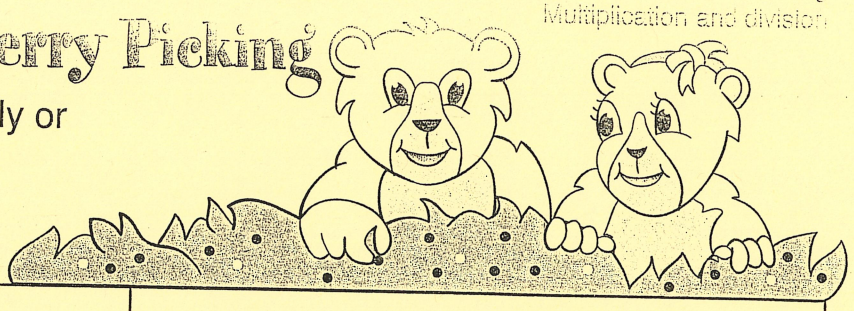
6 ◯ 8 = 48	2 ◯ 2 = 1	3 ◯ 2 = 4	2 ◯ 2 = 0
2 ◯ 3 = 6	3 ◯ 1 = 4	6 ◯ 2 = 3	4 ◯ 5 = 20
12 ◯ 3 = 4	7 ◯ 2 = 14	5 ◯ 7 = 12	18 ◯ 6 = 12
8 ◯ 2 = 10	8 ◯ 2 = 6	8 ◯ 2 = 16	8 ◯ 2 = 4
20 ◯ 6 = 14	20 ◯ 3 = 23	20 ◯ 2 = 10	20 ◯ 10 = 30

How about this? *Here's a trick question! What sign should you write to complete the number fact 2 ◯ 2 = 4? Hint: there are 2 correct answers!*

Math Skill: Understanding addition, subtraction, multiplication, and division

Name _____

Berry Picking



Decide whether you should multiply or divide to solve each problem.
Circle the matching symbol.
Solve.

A. There are 12 berry bushes. Bart and Beth will share the bushes equally. How many bushes will each bear have? [× or ÷]

They will each have _____ bushes.

B. Bart and Beth each pick 8 berries from a bush. How many berries do they pick altogether? [× or ÷]

Bart and Beth pick _____ berries.

C. Bart has 5 baskets. He puts 10 berries in each basket. How many berries does Bart have? [× or ÷]

Bart has _____ berries.

D. Beth picks 24 berries in all. She puts 6 berries in each basket. How many baskets does Beth have? [× or ÷]

Beth has _____ baskets.

E. Bart picks 40 berries. He picks 8 berries from each bush. From how many bushes does Bart pick? [× or ÷]

Bart picks _____ bushes.

F. Beth eats berries from 6 bushes. She eats 3 berries from each bush. How many berries does Beth eat? [× or ÷]

Beth eats _____ berries.

G. Bart picks berries from 7 bushes. He picks 6 berries from each bush. How many berries does he pick in all? [× or ÷]

Bart picks _____ berries.

H. Beth has 27 berries. She needs 9 berries for each muffin she bakes. How many muffins can Beth bake? [× or ÷]

Beth can bake _____ muffins.

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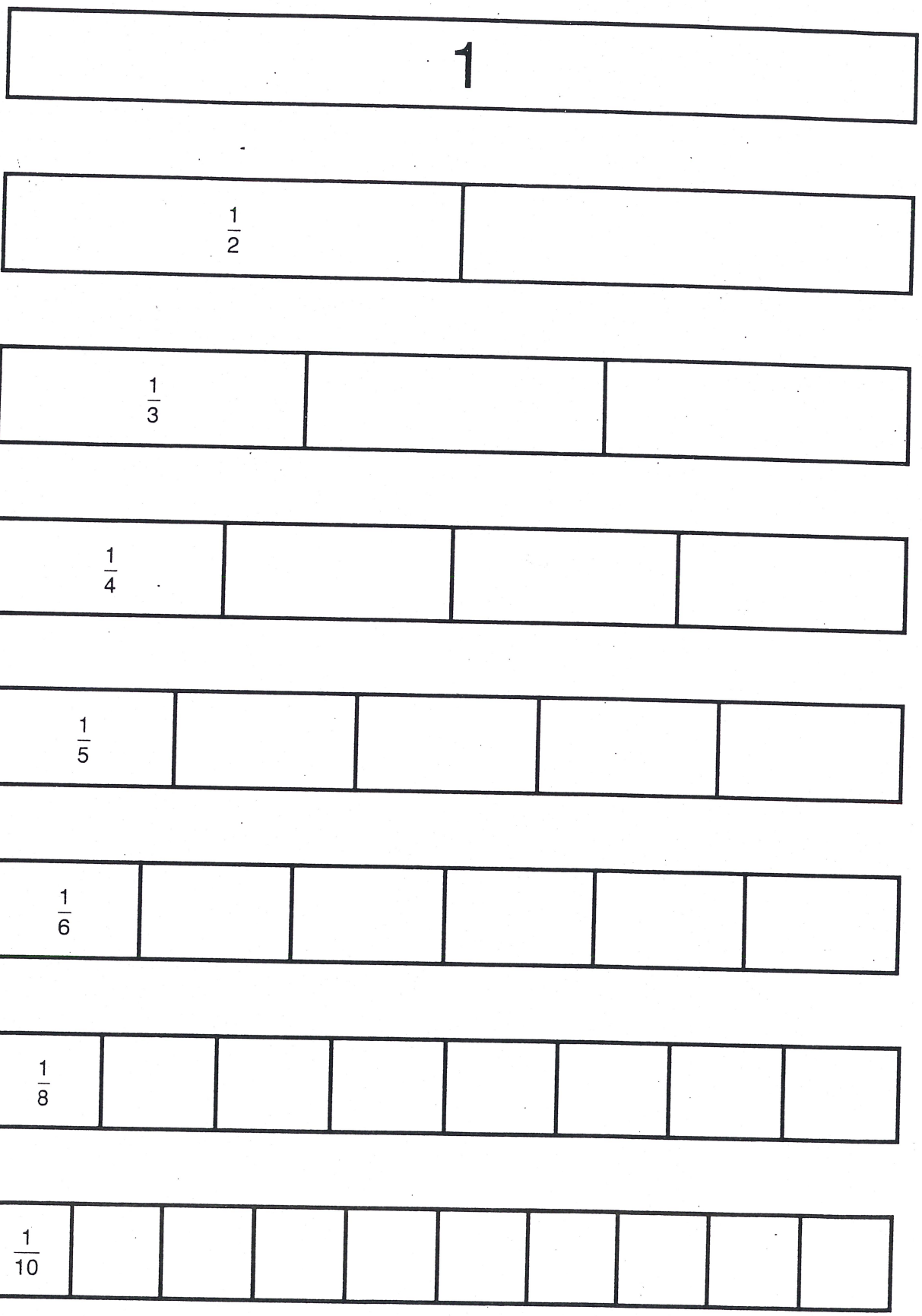
Name _____ **LA 29**

Use with Chapter 9.



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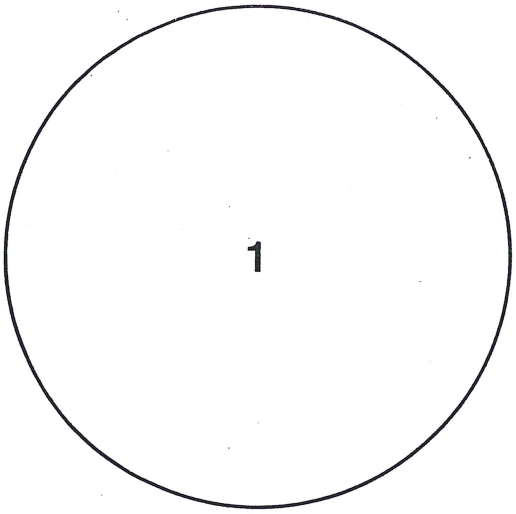
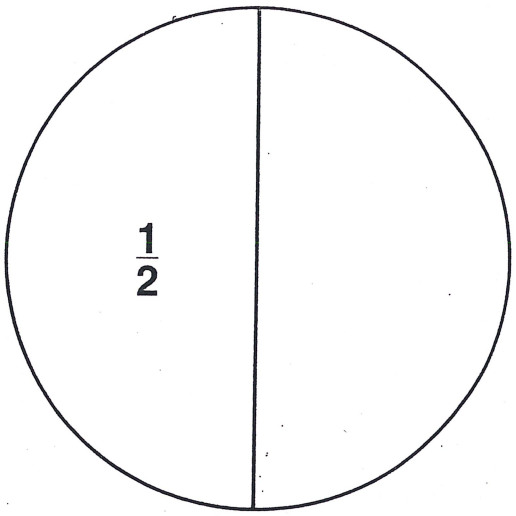
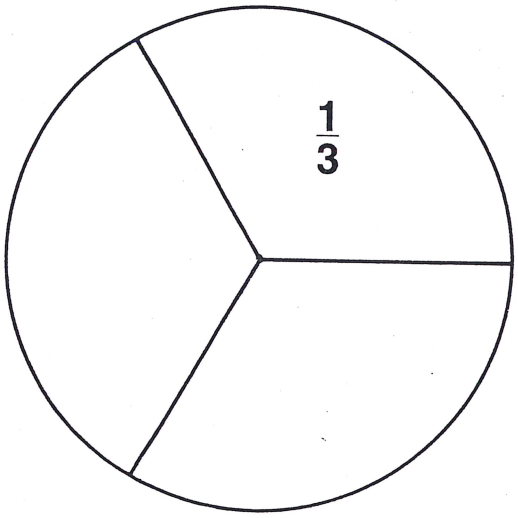
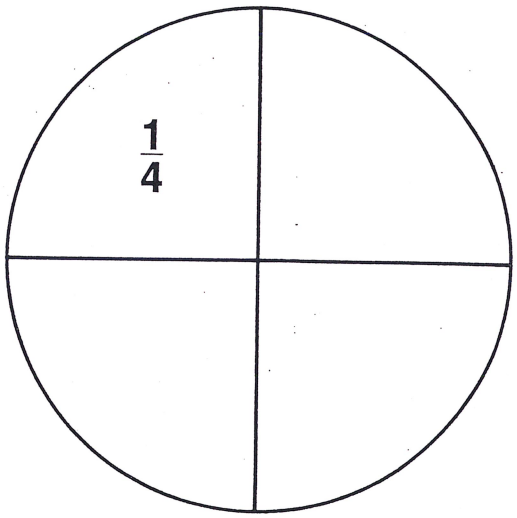
Name _____ LA 30

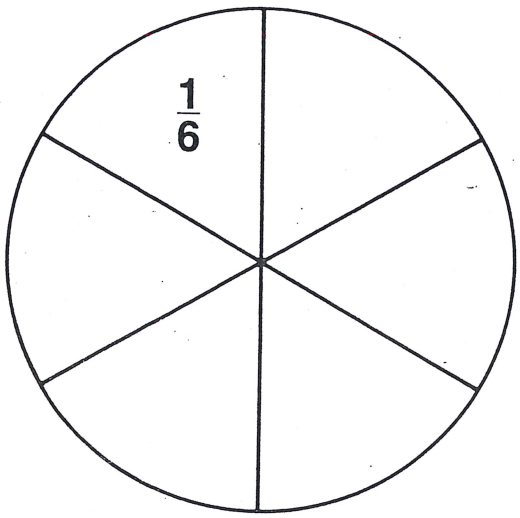
Use with Chapter 9.

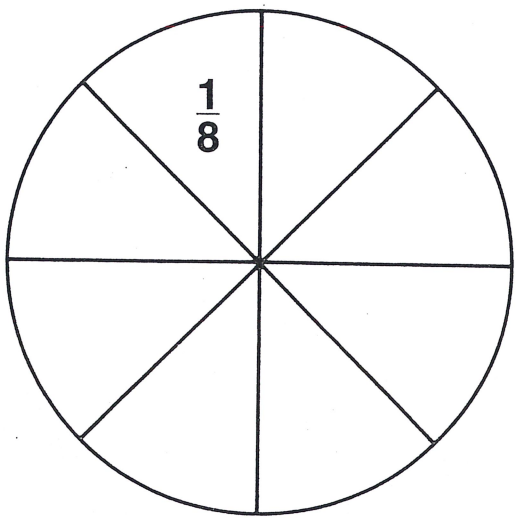












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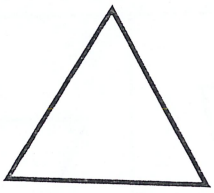
Name _____ Date _____

Classify Triangles

Sometimes triangles are named by the length of their sides. Sometimes they are named by the kinds of angles they have.

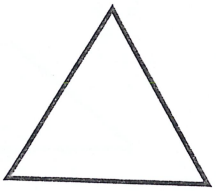
Tell whether the figure is an equilateral triangle.
Write *yes* or *no.*



An **equilateral triangle** has 3 equal sides.

1.

no

2. 

Name each figure.
Write *isosceles triangle* or *scalene triangle.*

isosceles triangle
2 equal sides

scalene triangle
no equal sides

3.

4.

Tell whether the figure is a right triangle.
Write *yes* or *no.*

A **right triangle** is a triangle with a right angle.

5.

6.

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Skill 122

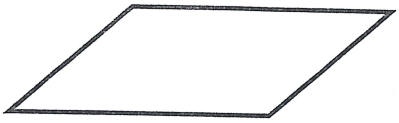
Name _____ Date _____

Classify Quadrilaterals

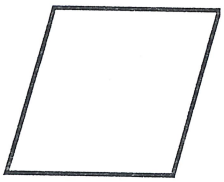
Some quadrilaterals have special names. Parallelograms, rectangles, and squares are all quadrilaterals.

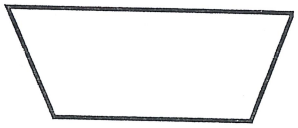
Remember
All **quadrilaterals** have 4 sides and 4 angles.

Tell whether the figure is a parallelogram. Write *yes* or *no.*

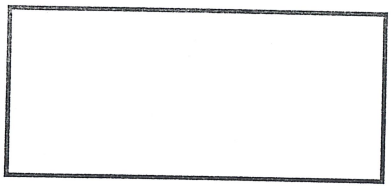


A **parallelogram** has 4 sides, 4 angles, and opposite sides that are parallel.

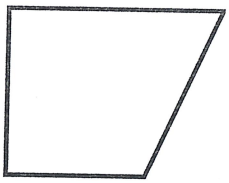
1. 
yes

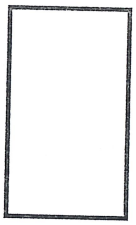
2. 
_____

Tell whether the figure is a rectangle. Write *yes* or *no.*

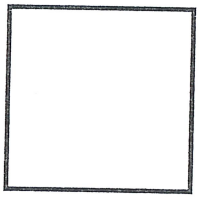


A **rectangle** has 4 sides, 4 right angles, and opposite sides that are parallel.

3. 
_____

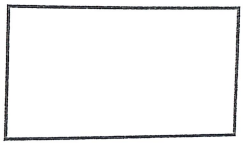
4. 
_____

Tell whether the figure is a square. Write *yes* or *no.*



A **square** has 4 equal sides, 4 right angles, and opposite sides that are parallel.

5.
_____

6. 
_____

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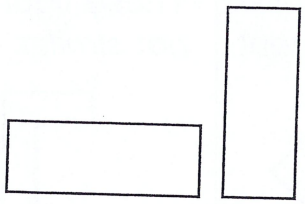
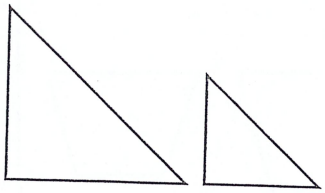
Name _____ Date _____

Congruent Figures

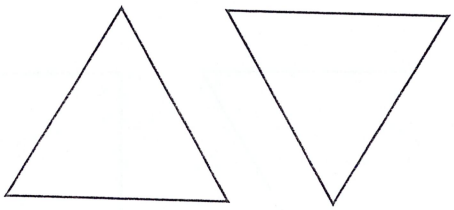
Plane figures that have the same size and the same shape are **congruent.**

Remember
Figures do not have to be in the same position to be congruent.

These figures are *congruent.*	These figures are *not congruent.*
	
same shape, same size	same shape, different size

Look at each pair of figures.
Then answer the questions. Write *yes* or *no.*

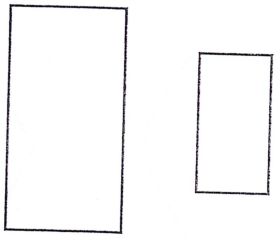
1.



Are the figures the same size? _____

Are the figures the same shape? _____

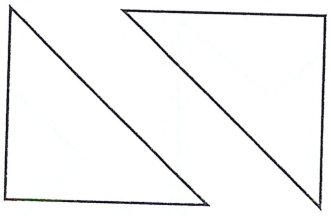
2.



Are the figures the same size? _____

Are the figures the same shape? _____

3.

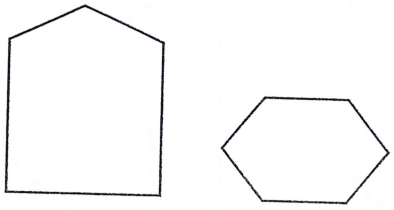


Are the figures the same size? _____

Are the figures the same shape? _____

Are the figures congruent? _____

4.



Are the figures the same size? _____

Are the figures the same shape? _____

Are the figures congruent? _____

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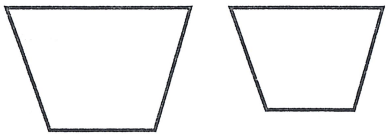
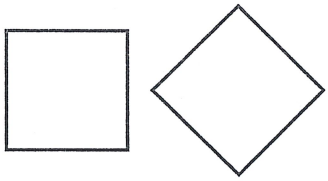
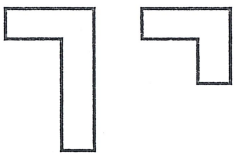
Name _____ Date _____

Similar Figures

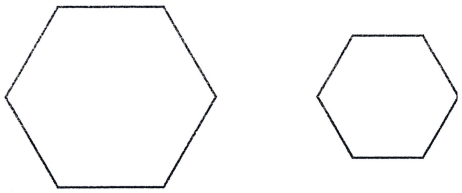
Plane figures that have the same shape are **similar.**

Remember
Similar figures may or may not have the same size.

These figures are *similar.*	These figures are *similar.* They are also congruent.	These figures are *not similar.*
		
same shape, different size	same shape, same size	different size, different shape

Look at each pair of figures.
Then answer the questions. Write *yes* or *no.*

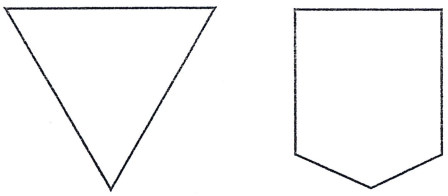
1.



Are the figures the same size? _____

Are the figures the same shape? _____

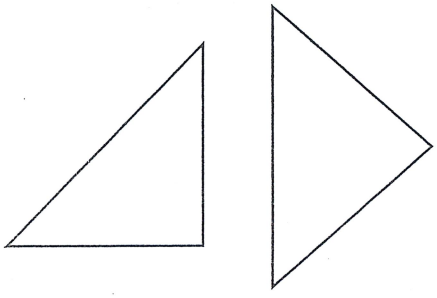
2.



Are the figures the same size? _____

Are the figures the same shape? _____

3.

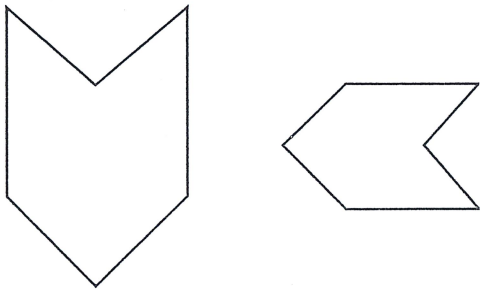


Are the figures the same size? _____

Are the figures the same shape? _____

Are the figures similar? _____

4.



Are the figures the same size? _____

Are the figures the same shape? _____

Are the figures similar? _____

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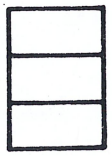
Name _____ Skill: Writing fractions

A fraction is one or more equal parts of a whole.

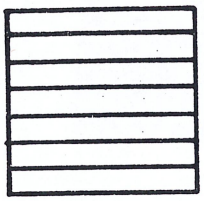
3 equal parts
thirds



5 equal parts
fifths

Write the word below its matching figure.

Halves
Thirds
Fourths
Fifths
Sixths
Sevenths
Eighths
Ninths
Tenths



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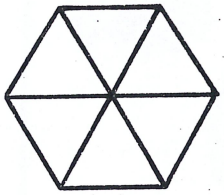

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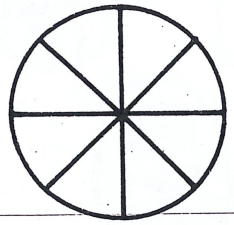

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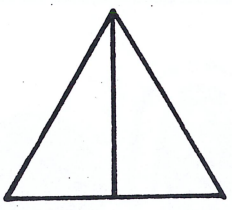

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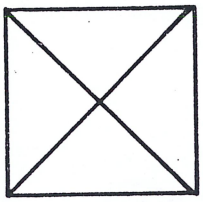

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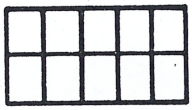

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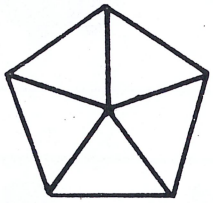

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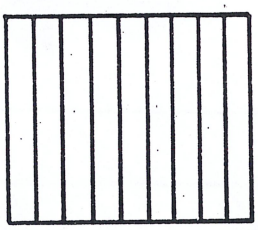
_____



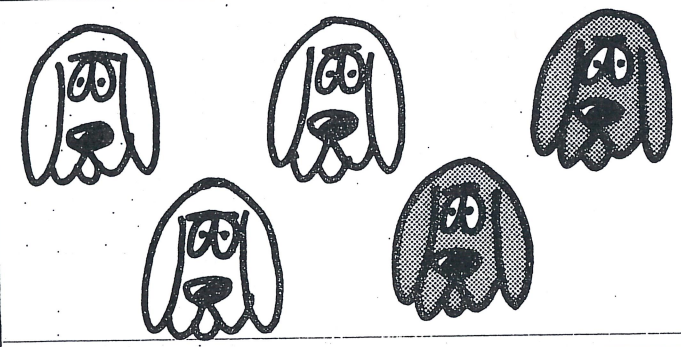
_____

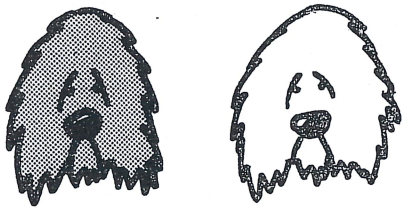
Name _____ Skill: Writing fractions in words

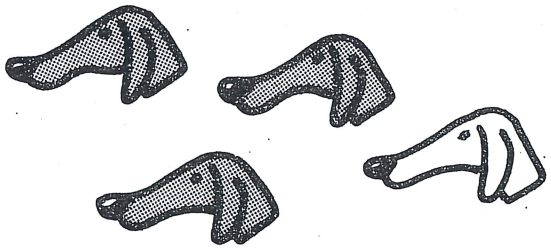
1 of 3 puppies is dark.

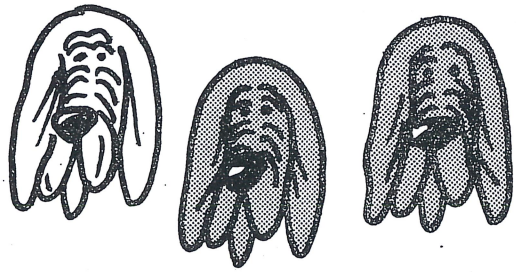
One-third

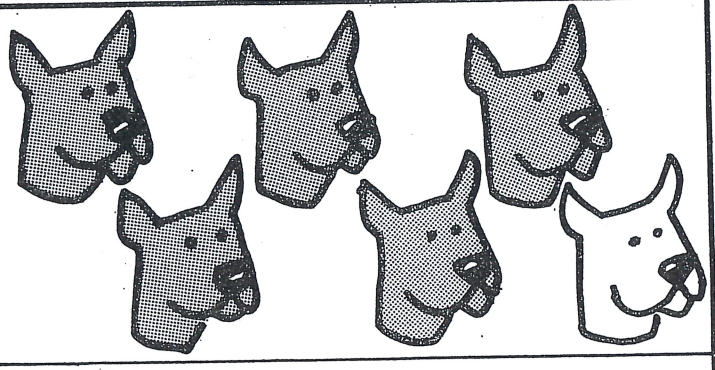
Write these fraction names under the matching pictures: two-thirds, two-fifths, four-fifths, three-fourths, five-sixths, one-half.

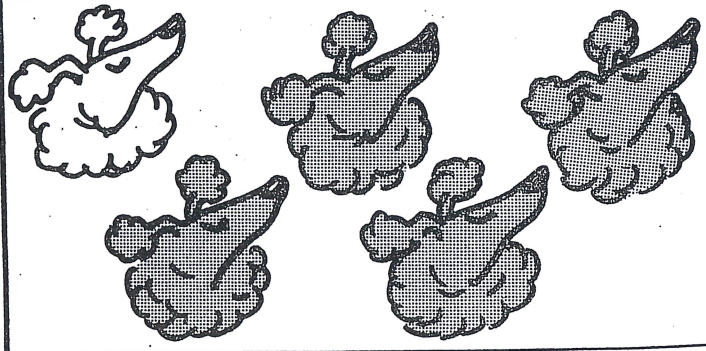


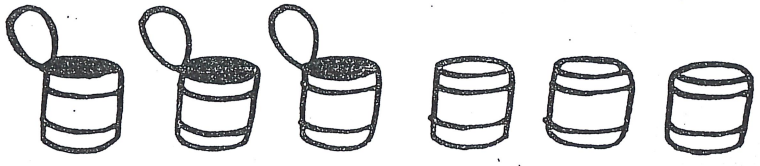


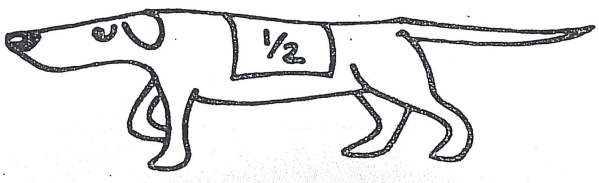


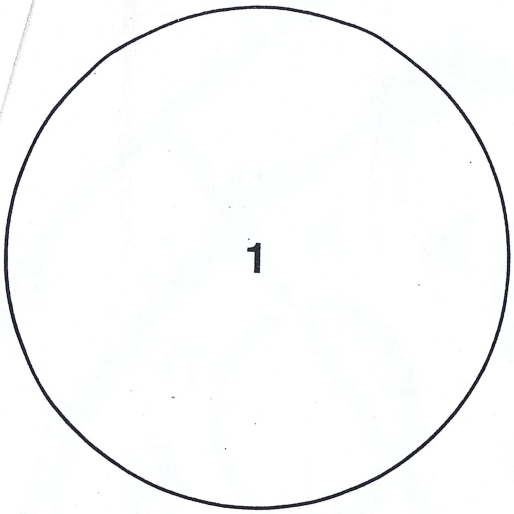


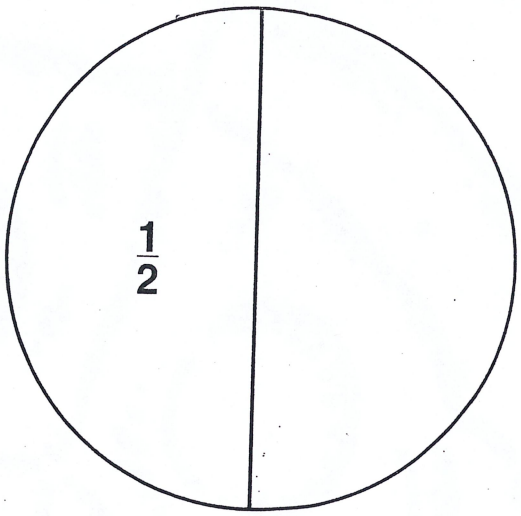


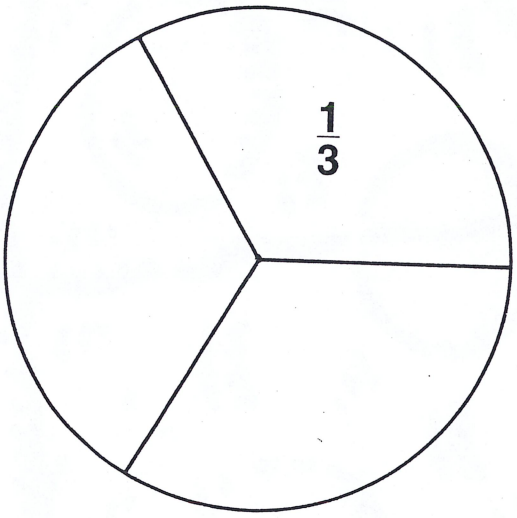


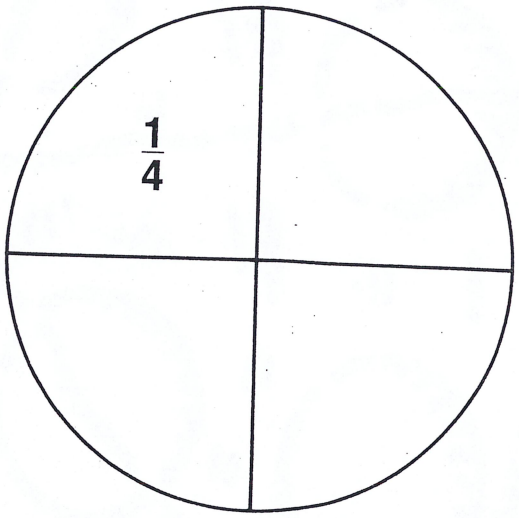


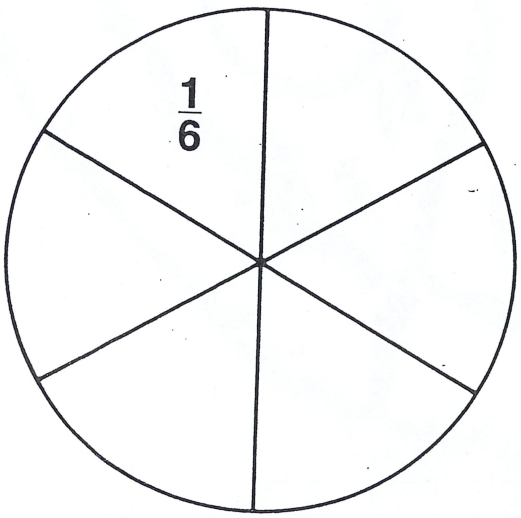


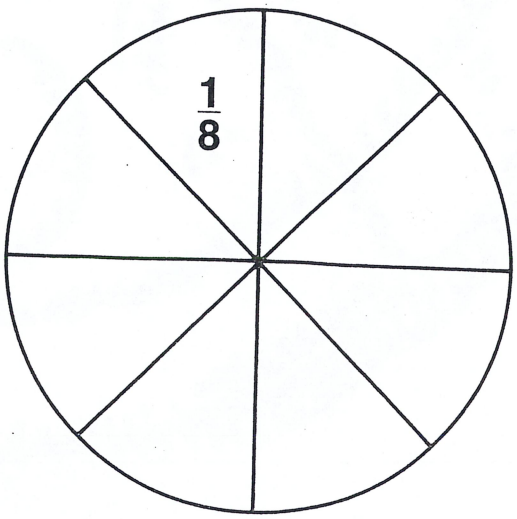












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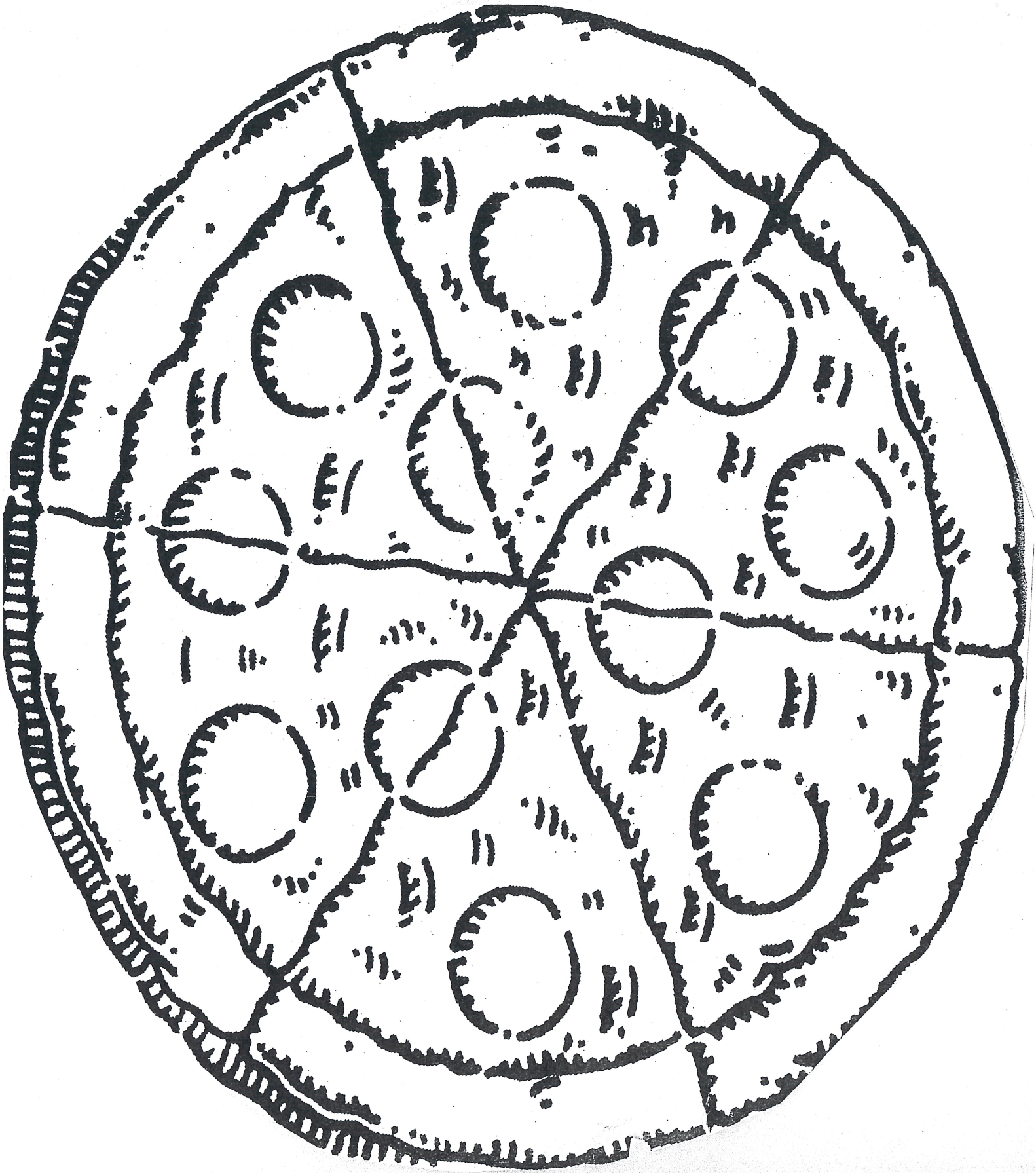


Name: _____

FOOD FOR THOUGHT

Directions: People used to have strange ideas about food. They believed the foods listed here could keep you healthy, or sometimes, make you unhealthy. Match each idea with the food it describes. Here is how:

1. **Read each idea. Look at the fraction in front of it.**
2. **Match it with the pie plate that has the same fraction, only pictured in pie slices. The name of the food you are looking for is next to the plate.**

$\frac{3}{8}$ In 1715, people thought eating this food made your cuts heal. Many said eating it made a person more fun to be with.

$\frac{2}{6}$ Sylvester Graham (he invented the Graham Cracker) said eating these made you crazy!

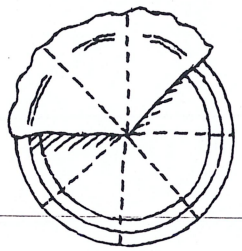
$\frac{1}{10}$ Graham thought eating this food made you get angry easily.

$\frac{3}{4}$ In the 1600s, some people thought this food was the key to long life and good health.

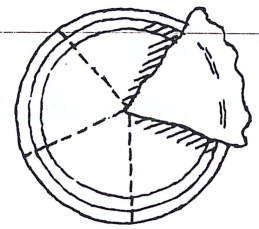
$\frac{1}{5}$ People used to say this food was good for stomach aches and "hot livers"!

$\frac{1}{2}$ Until the 1900s, yellow fever was a common and deadly disease. Some people thought eating this food could cure yellow fever.

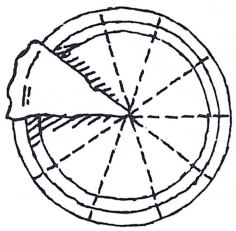
$\frac{2}{3}$ People used to think this food made you strong. They thought it had more iron than most other foods. But they were wrong! The man who measured the iron made a mistake. He put his decimal point in the wrong place! (This food is still good for you, though!)



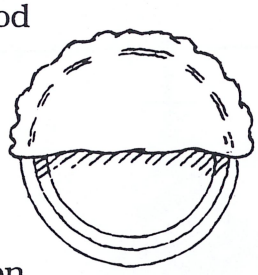
Sugar



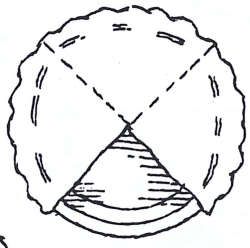
Cucumbers



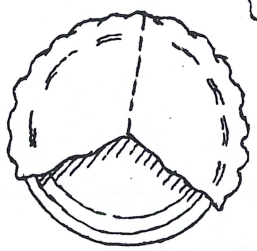
Meat



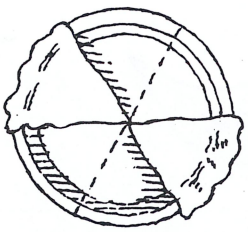
Vinegar



Walnut Juice



Spinach



Salt & Spices

Art: Fred Winkowski

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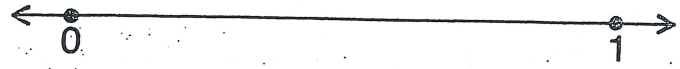
Name _____ Skill: Number lines with 2-5 equal parts



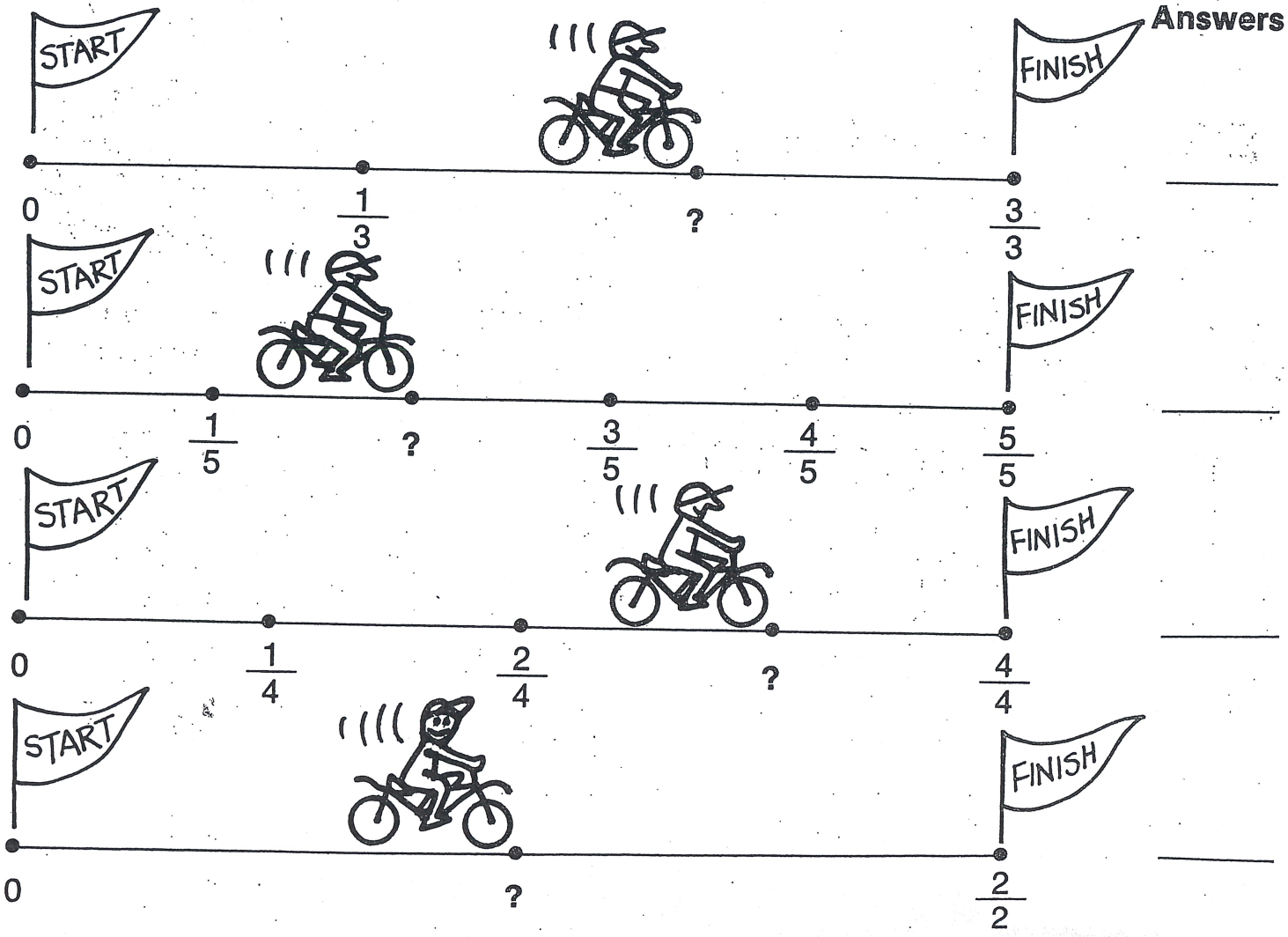
Place 1 point midway to divide the line into 2 equal parts.

Place 2 points to divide the line into 3 equal parts.

Place 3 points to divide the line into 4 equal parts.

Place 4 points to divide the line into 5 equal parts.

How far has each racer gone? Fill in the blanks.



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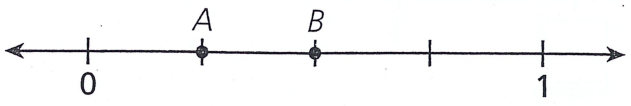
Independent Practice

Use the number line for exercises 6 and 7.



6. What fraction is represented by point *A*?

   Answer ____

7. What fraction is represented by point *B*?

   Answer ____

Use the number line for exercises 8 and 9.

8. What fraction is represented by point *A*?

   Answer ____

9. What fraction is represented by point *B*?

   Answer ____

Draw a number line. Use a point to locate the given fraction.

10. $\frac{3}{4}$

11. $\frac{3}{6}$

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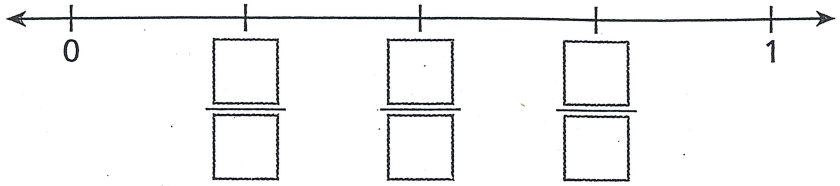
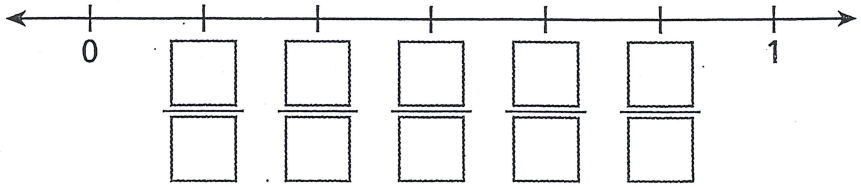
Unit 3 ▫ Focus on Number and Operations—Fractions 163

Independent Practice

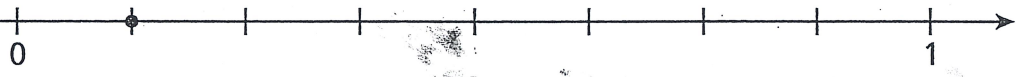
1. Write the missing fractions on the number line.



2. Write the missing fractions on the number line.



3. On which number line does a point represent the fraction $\frac{6}{8}$?

a.


b.

c.

d.

4. Which fraction does the point on the number line represent?

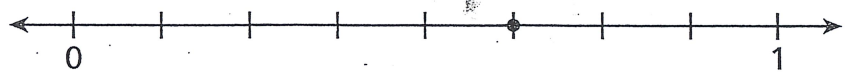
a. $\frac{1}{3}$

b. $\frac{3}{6}$

c. $\frac{4}{6}$

d. $\frac{3}{4}$

5. Which fraction does the point on the number line represent?



a. $\frac{1}{4}$

b. $\frac{1}{2}$

c. $\frac{5}{8}$

d. $\frac{3}{4}$

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Partitioning and Labeling Numberline Fractions

Name:

Partition into 6 equal pieces and label each partition.

Partition into 3 equal pieces and label each partition.

Partition into 8 equal pieces and label each partition.

Partition into 4 equal pieces and label each partition.

Partition into 2 equal pieces and label each partition.

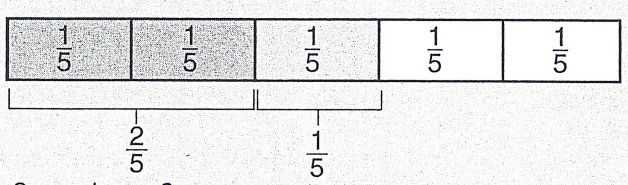
1-10	90	80	70	60	50	40	30	20	10	0

Add Fractions

Name _____

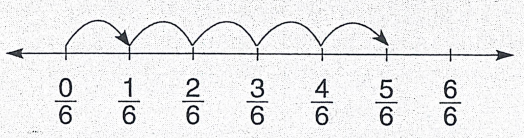
Date _____

You can use fraction strips to add fractions.



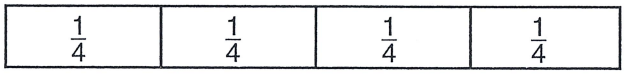
$\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$

You can use a number line to add fractions.

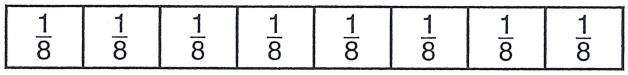


$\frac{1}{6} + \frac{4}{6} = \frac{5}{6}$

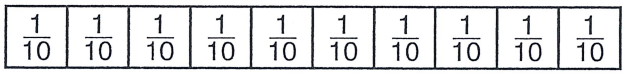
Shade each model to find the sum.

1. 

$\frac{1}{4} + \frac{2}{4} =$ _____

2. 

$\frac{2}{8} + \frac{3}{8} =$ _____

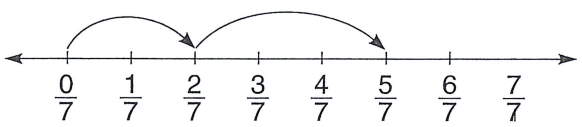
3. 

$\frac{5}{10} + \frac{4}{10} =$ _____

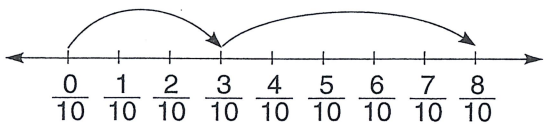
Find the sum in simplest form. You may use fraction strips or a number line.

4. $\frac{1}{4} + \frac{1}{4} =$ _____
5. $\frac{1}{10} + \frac{1}{10} =$ _____
6. $\frac{1}{5} + \frac{1}{5} =$ _____
7. $\frac{1}{6} + \frac{4}{6} =$ _____
8. $\frac{3}{8} + \frac{4}{8} =$ _____
9. $\frac{3}{10} + \frac{5}{10} =$ _____
10. $\frac{5}{12} + \frac{2}{12} =$ _____
11. $\frac{1}{8} + \frac{5}{8} =$ _____
12. $\frac{2}{7} + \frac{2}{7} =$ _____

Write an addition sentence to represent each number line.

13. 

_____

14. 

_____

Problem Solving

15. Gerene bought $\frac{2}{8}$ yd of blue denim and $\frac{3}{8}$ yd of red denim. How much denim did she buy in all?

_____

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Name_____ Week #5

How Wolves Communicate

Wolves, the wild relatives of dogs, live in family groups. Scientists have found that wolves communicate, or talk, to each other with howls, noises, and movements. The wolves use their voices and their bodies to tell each other important information.

Day 1

1. Does **howls** rhyme with **owls** or **bowls**? _____
2. What other word for **talk** is used in this paragraph? _____
3. Does the **mu** in **communicate** sound more like **mew** or **moo**? _____
4. What do wolves use to communicate? _____

Wolves howl to tell other wolves to stay away. They may also howl to call each other back to the pack. A wolf may snarl or growl if danger is near or another wolf is threatening. Wolves may bark a warning or a challenge.

Day 2

1. List the two **ow** words that rhyme. _____
2. What does it mean if a wolf "barks a challenge"? _____
3. Write the different wolf sounds. _____
4. List four different ways humans communicate. _____

_____

When one wolf wants to tell another he is the boss, he will keep his head high and ears forward. His tail will also be held high, but not wagging. He will stare directly at the wolf with which he is communicating and keep his mouth relaxed.

Day 3

1. Is the **a** in **relaxed** a **short a** or a **long a**? _____
2. What is the opposite of **forward**? _____
3. What does it mean to be "the boss"? _____
4. Which parts of the wolf are held high when he wants to tell another wolf he is the boss? _____

When a wolf wants to play, she looks much like a playful dog. The wolf will go down on her front paws with her tail in the air like she is bowing. The tail will wag. The wolf will be smiling with her tongue hanging out.

Day 4

1. Which word has a **long a** and a suffix that means **full of**? _____
2. When a tail **wags,** it goes A. back and forth. B. up and down.
3. How do you act when you want to play? _____
4. A wolf is smiling, and her tail is high and wagging. What does that mean? _____

_____

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Hopi Poem

by Anonymous

Come here, Thunder, and look!
Come here, Cold, and see it rain!
Thunder strikes and makes it hot.
All seeds grow when it is hot.
Corn in blossom,
Beans in blossom,
Your face on gardens looks,
Watermelon plant, muskmelon plant.
Your face on gardens looks.
Aha-aha-ehe-ihe

1. List the three words in this poem that have the **long a** sound. _____
   _____

2. Is **muskmelon** a meat or a fruit? _____
   How can you tell? _____

3. There are three phrases that the poet repeats twice each. List them.
   _____
   _____
   _____

4. In the poem, what makes the ground hot? _____

5. Personification is a literary tool used to give nonhuman things human qualities. Write how thunder is personified in this poem. _____
   _____
   _____

3.RL.1, 3.RL.4, 3.RL.5, 3.RL.10, 3.RI.1, 3.RI.2, 3.RI.10, 3.RF.3, 3.RF.4, 3.L.3, 3.L.4, 3.L.5, 3.L.6

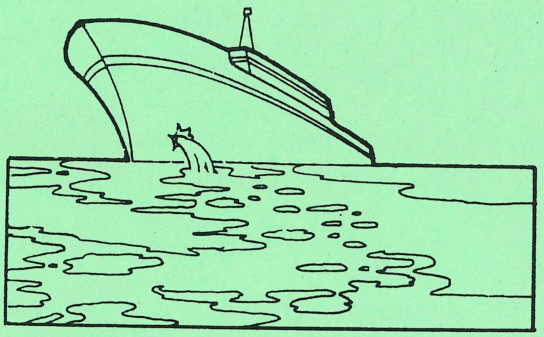
Name _____

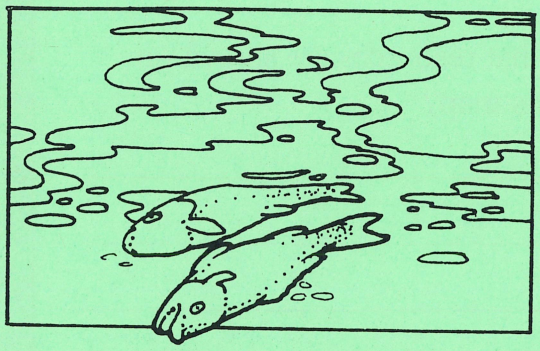
SKILL / CAUSE AND EFFECT

UNIT THREE
Chapter 10

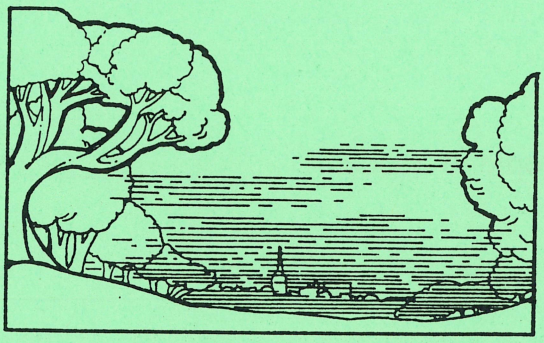
Use with page 197.

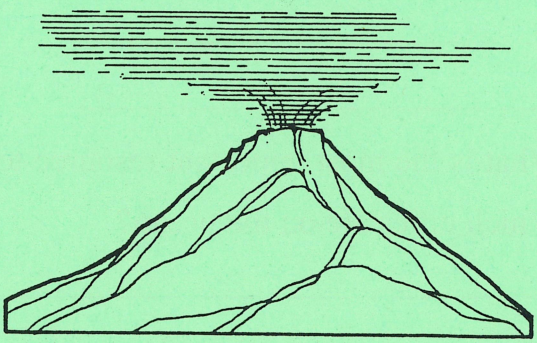
A **cause** makes something happen. An **effect** is what happens. For example, many things can cause dirty air and water. The effect is pollution. Study the drawings below and label the cause and the effect in each pair.





A. _____ _____





B. _____ _____

Explain the cause and effect for each pair of drawings.

A. _____

_____

B. _____

_____

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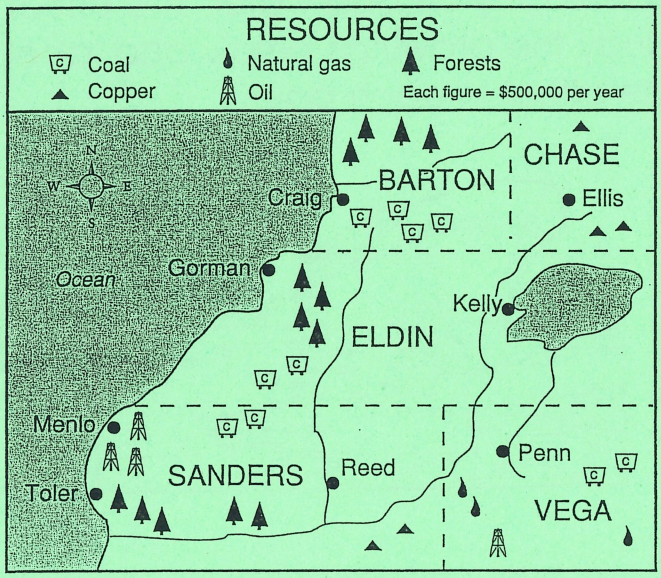
Name _____ Date _____

Where People Work

Environment is the land, water, and air around you. The environment has resources that people can use. Natural resources include rich soil, water, forests, and minerals. People use natural resources around them.

Directions **Look at the map. Answer the questions.**



1. What resources are shown on this map?

_____

_____

_____

2. What are the two most important resources to people in Barton?

_____

_____

3. What is the most important resource to people in Sanders? _____

4. Which cities are on the ocean?

_____

5. Which cities are on a river? _____

6. Which city is on a lake? _____

7. Why is water an important resource for people?

_____

_____

_____

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Name _____ Date _____

4.1 Action Verbs

Many verbs express action. An **action verb** tells what someone or something does.

Underline the action verb in each sentence.

1. Steve and Esai play in the school band.
2. They sit in the brass section.
3. Esai holds his trumpet.
4. Steve carries his heavy tuba.
5. Mrs. Samson claps the beat of the music.
6. Music fills the crowded band room.
7. The musicians tap their feet.
8. They practice each song several times.

Use an action verb from the word box to complete each sentence.

reads	sits	walk	looks	writes	use	helps	talk

9. Cornell and Shannon _____ to the library.
10. Cornell _____ a book report.
11. Shannon _____ for a book about bears.
12. The librarian _____ Shannon find a book.
13. Several students _____ quietly in the corner.
14. Ms. Peters _____ near the magazines.
15. Some people _____ the computers.
16. A woman _____ a book to a young boy.

Write a sentence using each action verb.

17. eat _____
18. pretend _____

For additional help, review pages 74–75 in your textbook or visit www.voyagesinenglish.com.

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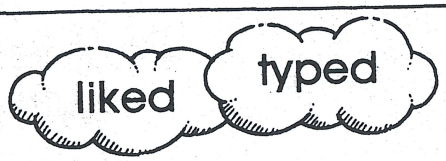
Name _____

Past Tense Verbs



To make most verbs tell about the past, add **ed** to the basic form.

cook–cooked clean–cleaned

When the verb ends in a silent **e**, drop the **e** and add **ed**.

rake–raked hope–hoped

When the verb ends in **y** after a consonant, change the **y** to **i** and add **ed**.

bury–buried spy–spied

When the verb ends in a single consonant after a single short vowel, double the final consonant and add **ed**.

clip–clipped pop–popped

Write each of the following verbs using the correct **ed** ending.

smile (Example) smiled

chop _____

grab _____

study _____

hop _____

love _____

step _____

supply _____

smell _____

plant _____

copy _____

flip _____

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0-88012-810-0 *Grammar*

Name _____ Date _____

4.2 Being Verbs

A **being verb** shows what someone or something is. Being verbs do not express action.

Underline the being verb in each sentence.

1. My family is very large.
2. Maria and John are sick today.
3. The stars are bright tonight.
4. He has been on the phone a long time.
5. We were tired after the long walk home.
6. I am the captain of my soccer team.
7. Our cousins will be here tomorrow.
8. They had been waiting for an hour.

Circle the being verb that correctly completes each sentence.

9. My chicken soup (are is) cold.
10. Mikaela (was were) late again.
11. Nicole's hamsters (are am) small and fluffy.
12. Someday I (will be have been) a grown-up.
13. We (was were) ready for the spelling test.
14. Lisa (have been has been) to my house before.

Underline the verb in each sentence. Write whether the verb is an *action verb* or a *being verb*.

15. My brother is very happy today. _____
16. That math problem was difficult. _____
17. The bus driver waits for the passengers. _____
18. The children are excited about the party. _____
19. I am the youngest person in my family. _____

For additional help, review pages 76–77 in your textbook or visit www.voyagesinenglish.com.

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Name _____ Date _____

4.2 Being Verbs

A **being verb** shows what someone or something is. Being verbs do not express action.

Underline the verb in each sentence. Write whether the verb is an *action verb* or a *being verb*.

1. My hands are cold today. _____
2. The dog chased a small red ball. _____
3. Marta was at the football game tonight. _____
4. The kittens were in a basket. _____
5. Pete chose a book about trains. _____
6. I had been sick all week. _____

Use a being verb from the word box to complete each sentence.

was	will be	are	have been	is	am	has been	were

7. I _____ nine years old.
8. Mom _____ home in ten minutes.
9. The students _____ at school all day.
10. Joanna _____ late for class yesterday.
11. Ezekiel _____ now ready for his oral report.
12. Those boys _____ in my class last year.
13. She _____ at every game this season.
14. They _____ to our house many times.

Write a sentence using each verb correctly.

15. am _____
16. was _____
17. has been _____

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The Verb "Be"

Most verbs name actions. The verb **be** is different. It tells about someone or something. **Am**, **is**, and **are** are forms of the verb **be**.

> Use **is** with one person, place, or thing.
> Use **are** with more than one or with the word *you*.
> Use **am** with the word "I".

Finish each sentence. Use a form of the verb **be** for each.

Examples:

I am sleepy.

Those monkeys are very silly.

1. My teacher _____
2. They _____
3. Our school _____
4. He _____
5. I _____
6. Kangaroos _____
7. You _____
8. My friend _____
9. She _____
10. We _____
11. Our principal _____
12. My friend and I _____

Try This! Some sentences that are commands begin with the word *Be.* Write three.

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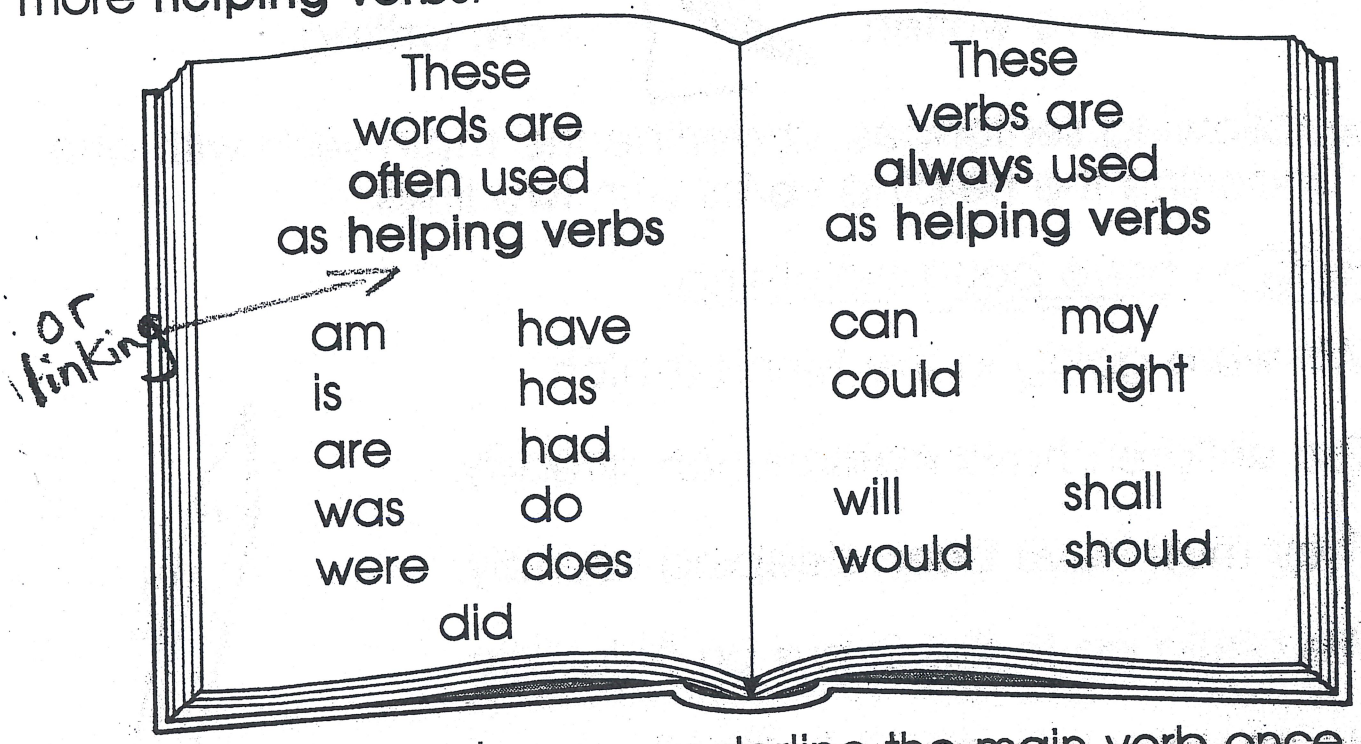
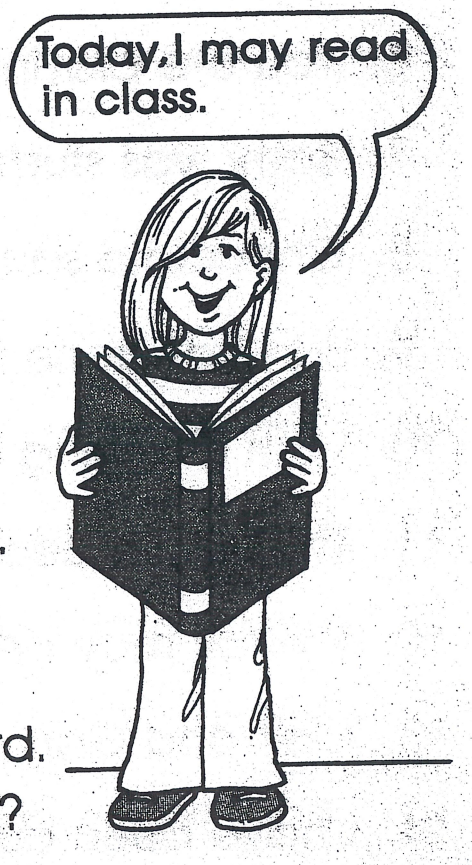
Name _____

Helping Verbs

A verb may be a single word or a group of words. A verb with more than one word is made of a **main verb** and one or more **helping verbs.**



In the following sentences, underline the main verb once and the helping verbs twice.



Example > I <u>may</u> <u>have</u> <u>won</u> first prize.

1. Maria might spend the night.
2. The flowers are growing tall.
3. Matt is playing the piano for the play.
4. They were going to the movie.
5. Freddie should listen in class.
6. Lori should have eaten her vegetables.
7. I will be twelve on my next birthday.
8. I can do my homework later.
9. Vince has been working much too hard.
10. When are you going to finish the book?

0-88012-810-0 *Grammar*

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Name_____ Date_____

4.3 Helping Verbs

A verb can have more than one word. A **helping verb** is a verb added before a main verb to make the meaning clear.

Underline the helping verb in each sentence.

1. I am taking piano lessons.
2. She might join our club.
3. They have planted vegetables in the garden.
4. We can attend the concert.
5. Amir will perform with us.
6. He had planned to take the bus.
7. Josh and I were practicing our song.
8. Irina does want another glass of water.

Underline the helping verb once and the main verb twice in each sentence.

9. She might win the race.
10. I can solve the last problem.
11. The children are waiting on the playground.
12. A police officer will patrol the streets.
13. Dina did complete her work on time.
14. They have mailed the invitations.
15. Ella and Javier were shopping for a new game.

Circle the helping verb that correctly completes each sentence.

16. I (is am) talking on the phone.
17. They (might are) returning their library books.
18. Nicolas (has have) planned a camping trip.
19. We (can is) help you carry the bags.
20. Chris and Mike (do does) want to go with us.

For additional help, review pages 78–79 in your textbook or visit www.voyagesinenglish.com.

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Name _____ Date _____

4.3 Helping Verbs

A verb can have more than one word. A **helping verb** is a verb added before a main verb to make the meaning clear.

Underline the helping verb once and the main verb twice in each sentence.

1. The play will begin in 15 minutes.
2. I can see the mountains from my backyard.
3. We had stayed there last summer.
4. Mr. Andrews did work at the hospital.
5. Wyatt and Ken might play a video game.
6. Mrs. Lee is driving the school bus today.

Write a verb from the word box to complete each sentence.

will	were	do	is	have	am

7. I _____ washing the dishes in the sink.
8. Maddy and Melanie _____ like the spicy noodles.
9. The movie _____ end at noon.
10. We _____ visited this beach before.
11. Dean _____ fixing his bicycle.
12. Our dogs _____ barking last night.

Rewrite each sentence. Use the correct helping verb.

13. We is going there this weekend.

_____

14. I does see you tomorrow.

_____

15. Chris have gone to the store.

_____

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Helping Verbs

Sometimes an action verb gets help from another verb called a **helping verb**. Here are some helping verbs:

Present tense—*am, is, are, have, has, do, does, can*

Past tense—*was, were, had, did, could*

Read the sentences. Write the verbs. Some sentences may have two verbs—a helping verb and the main verb.

was reading 1. Last night I was reading in bed.

_____ 2. I heard a strange noise.

_____ 3. I looked out my window.

_____ 4. Three dragons were staring at me.

_____ 5. One was breathing fire.

_____ 6. The other two were humming.

_____ 7. I asked them what they wanted.

_____ 8. "We want a bedtime story!"

_____ 9. So I read them my favorite book.

_____ 10. Soon we were all snoring.

_____ 11. Now the sun is shining through my window.

_____ 12. I can smell breakfast.

_____ 13. Suddenly I remember the dragons.

_____ 14. I race outside.

_____ 15. I am looking for dragon paw prints!

Try This! Keep a list of helping verbs you hear people speaking today.

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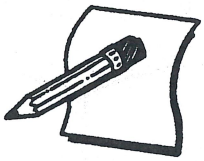
Name _____

Helping Verbs

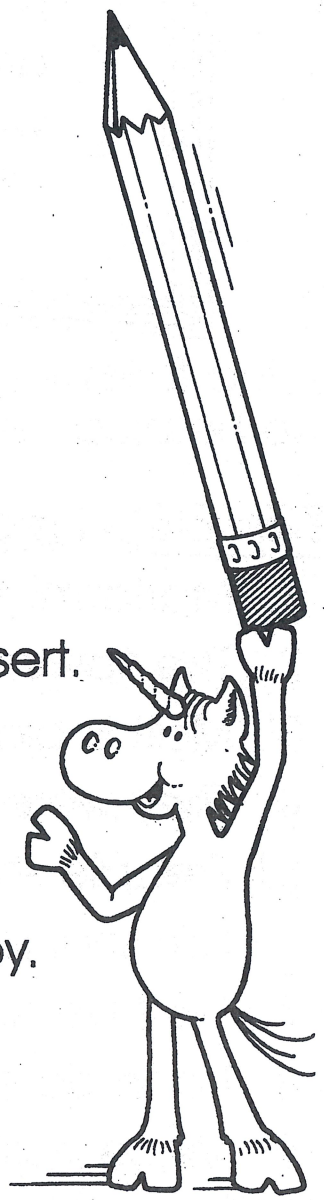
Usually verbs that end in **en** or **ing** need helping verbs.

I **have written.**  I **am writing.**

In the following sentences, underline the main verb with one line. Underline the helping verbs with two lines.

Example > I <u>have been</u> <u>swimming</u>.

1. We were going to the tennis match.
2. The children have eaten lunch already.
3. They must have been sleeping soundly.
4. We could go to the circus on Saturday.
5. Uncle Harry has driven to Houston.
6. You are playing the piano very well.
7. Barry was studying for the test.
8. Chocolate sauce will be added to the dessert.
9. Jan has gone to the concert.
10. I am planning a party for my mother.
11. They have decided on a name for the baby.
12. Wendy may be riding her bike to school.
13. Carl and Gary should be coming soon.
14. I have been cutting the grass.



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0-88012-810-0 *Grammar*

Name _____

- A verb may be more than one word. The **main verb** tells what the subject is or does. The **helping verb** helps the main verb show action:

  has baked

- The words **have**, **has**, and **had** can be helping verbs in simple and compound sentences:

  Mom and I have baked cupcakes.

  She has baked an apple pie.

  Dad had baked bread before leaving for work.

Read each sentence. Underline the main verb. Circle the helping verb.

1. Jenna has read a book about recycling.
2. Nate and Jenna have talked to our class about helping.
3. Mr. Hart's class had started recycling last year.
4. Our class has asked Mr. Hart's class to tell us what they do.
5. We have decided that we want to help his class.
6. Mr. Hart's class had visited the recycling center in town.
7. Our teacher has planned a field trip there, too.
8. We had hoped our principal would come with us.
9. The mayor has announced that Wednesday is Recycling Day.
10. We have made lots of posters about the big day.

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Name _____ Date _____

4.15 *Is* and *Are, Was* and *Were*

Is, are, was, and *were* are being verbs. They do not express actions. Use *is* and *was* with singular subjects. Use *are* and *were* with plural subjects.

Circle the verb that correctly completes each sentence.

1. This song (is are) my favorite.
2. A burrow (is are) a home for rabbits.
3. The quarterback (was were) the hero of the game.
4. Those girls (is are) my older sisters.
5. What (was were) the answer to the last question?
6. Two students (was were) late for class today.
7. A chipmunk (is are) like a squirrel.
8. The customers (was were) ready for the store to open.

Complete each sentence with *is, are, was,* or *were*. Use the tense shown in parentheses.

9. The sonnet _____ a form of poetry. (present)
10. This butterfly _____ once a caterpillar. (past)
11. The Silk Road _____ a famous trade route. (past)
12. These acrobats _____ from China. (present)
13. My tomatoes _____ ready to be picked. (present)
14. The runners _____ tired after the race. (past)
15. This watch _____ a gift from my parents. (past)
16. A flute _____ part of the woodwind section. (present)

Write a sentence for each verb.

17. is _____
18. were _____
19. are _____

For additional help, review pages 102–103 in your textbook or visit www.voyagesinenglish.com

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Name _____

- The verb forms of **be** can also act as helping verbs. **Is, are, am, was, were,** and **will** can be helping verbs.
- The helping verb must agree with the subject of the sentence in simple and compound sentences.

Complete each sentence with the correct helping verb.

1.	Next week my family _____ visit Mount Rushmore.	will	are
2.	We _____ planning to leave Tuesday.	am	are
3.	I _____ reading a book about the monument.	is	am
4.	My dad _____ telling us about his first trip there.	was	will
5.	The car trip _____ take ten hours.	is	will
6.	We _____ hoping to camp nearby.	were	is
7.	My mom _____ taking her camera equipment.	is	am
8.	Dad _____ having the car serviced.	will	is
9.	My sister and I _____ buy lots of postcards.	are	will
10.	I _____ going to remember this trip always.	were	am

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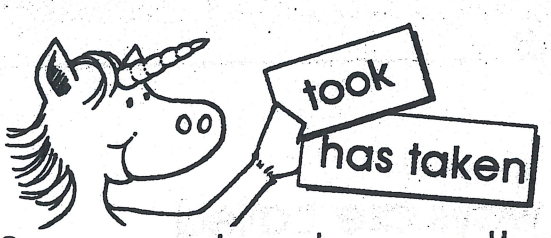


Name _____

Irregular Verbs

Some verbs change their basic form to show past tense.

eat-ate do-did

Some of these verbs change their basic form again to show past tense with a helping verb.

eat-ate-has eaten do-did-has done

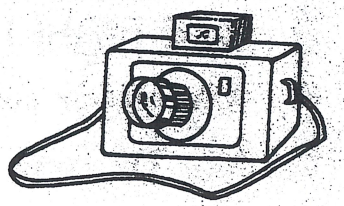
Below are some irregular verbs you often use.

present	past alone	past with a helping verb
1. do	did	done
2. eat	ate	eaten
3. give	gave	given
4. go	went	gone
5. see	saw	seen
6. take	took	taken

In the sentences below, circle the correct form of the verb.

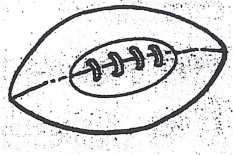
Example > He has (did, (done)) his report.

1. Danny (ate, eaten) a pizza for lunch.
2. The photographer (took, taken) my picture.



3. They (went, gone) to Disneyland.
4. We have (saw, seen) the Statue of Liberty.

5. Gina was (gave, given) first prize.
6. My parents have (went, gone) to Detroit.
7. We (saw, seen) the greatest football game.



8. The class (took, taken) a field trip.

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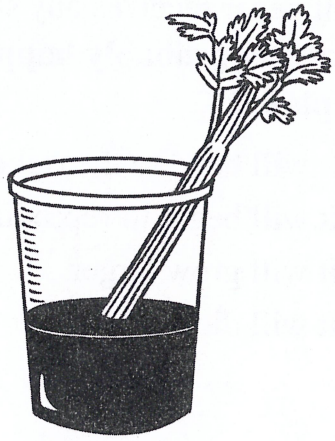
Name: _____ Date: _____

Practice Test 1

Directions: Use the information and the pictures below to answer questions 1–4.

Rachel wanted to find out what would happen if she placed a celery stalk in water. The first thing Rachel did was to pour a few drops of blue food coloring into the water. She then mixed it together so that the water turned entirely blue. She then placed the celery stalk into the glass and came back twenty minutes later.



1 **What do you think Rachel saw when she came back twenty minutes later?**

- **A** The water turned green.
- **B** The celery stick was beginning to break down.
- **C** The bottom of the celery stick turned blue.
- **D** The water was bubbling.

2 **What does this experiment best show you?**

- **J** If the celery will live or die
- **K** How the celery absorbs water
- **L** How the water changes color
- **M** How to figure out the mass of the celery

3 **Why was the food coloring used in this experiment?**

- **A** Celery only absorbs colored water.
- **B** It helps the celery absorb better.
- **C** The food coloring makes it easy to see the water being absorbed.
- **D** Food coloring makes it easier to see the water decompose the celery.

4 **What do you think will happen after two hours?**

- **J** The celery stick will completely disappear.
- **K** The blue color will increase in the celery stick.
- **L** The water will evaporate.
- **M** The celery stick will split into two halves.

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Name: _____ Date: _____

5 Mrs. Fujikawa bought a plant for her apartment. She never waters it and it never receives any sunlight. **What will probably happen to her plant?**

- **A** It will bend to the right.
- **B** It will begin to reproduce.
- **C** It will grow larger.
- **D** It will die.

6 Medical scientists and doctors are now able to isolate specific genes. Genes have information such as the color of your eyes and skin tone. **What are eye color and skin tone examples of?**

- **J** Learned traits
- **K** Socialized traits
- **L** Inherited traits
- **M** Family traits

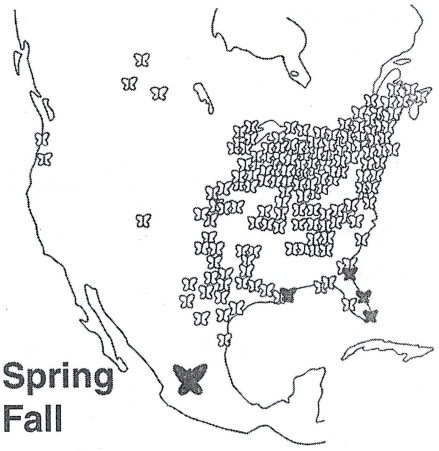
7 **Why do many people use compost in their gardens?**

- **A** It is cheaper than soil.
- **B** It makes soil rich in nutrients.
- **C** It helps keep the insects away.
- **D** It makes the soil harder.

8 **What do plant cells contain that animal cells do not?**

- **J** A nucleus
- **K** Cytoplasm
- **L** Chloroplasts
- **M** Cell membrane

9



In which direction do monarch butterflies migrate in the fall?

- **A** South to north
- **B** West to east
- **C** East to west
- **D** North to south

10 **Which is not a body part used by an organism to take in materials?**

- **J** A shark's mouth
- **K** A bird's lungs
- **L** A plant's roots
- **M** A bear's fur

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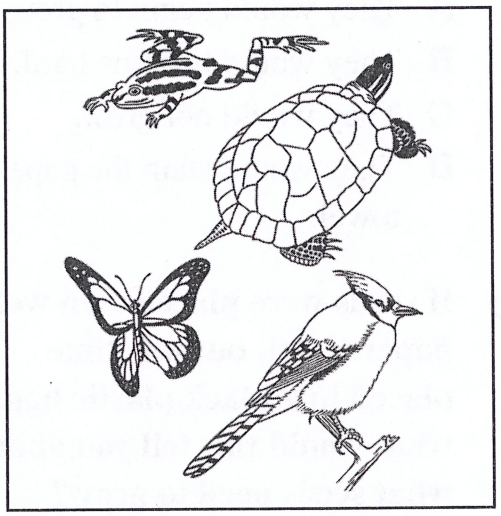
11 **The following chart lists observations that Aldo wrote down one day.**

Thing	Has parts that protect/support	Has parts that move	Has parts that get information	Has parts that take in materials
1	NO	NO	NO	NO
2	YES	YES	YES	YES
3	YES	YES	YES	YES
4	YES	YES	NO	NO

Which things are most likely living organisms?

A 2 and 4
B 3 and 4
C 1 and 4
D 2 and 3

12



What do these organisms have in common?

J They are mammals.
K Their young develop outside the female.
L Their young develop inside the female.
M They are insects.

13 **The redwood tree, a bear, a tomato, and a fruit fly are all living organisms. Which one has the longest life span?**

A Tomato
B Fruit fly
C Redwood tree
D Bear

14 **José's class planted seeds in dry soil and seeds in wet soil. What were they trying to do?**

J See if seeds need light to grow
K See if seeds need soil to grow
L See if seeds need water to grow
M See if seeds can grow in the classroom

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Name: _____ Date: _____

Directions: Use the information and the picture below to answer questions 15–18.

Carolyn and Ahmad wanted to learn more about how plants grow. Mr. Sharon, their science teacher, suggested that they place some pea seeds on a wet paper towel, place it in a clear plastic bag, and then leave it overnight. The next morning, Carolyn and Ahmad returned to their experiment and noticed some changes.

15 **What do you think Carolyn and Ahmad probably saw?**

- **A** The seeds turned brown.
- **B** A root began to sprout from the seeds.
- **C** The seeds did not change.
- **D** The pea plants were fully grown.

16 **Carolyn and Ahmad decide to cut open one of the seeds to look inside. What will they probably see?**

- **J** Insect pollen
- **K** A flower
- **L** A tiny embryonic pea plant
- **M** A fully developed pea plant

17 **If seeds were placed on a dry paper towel instead of a wet paper towel, what do you think would happen to the seeds?**

- **A** They would begin to grow.
- **B** They would become hard.
- **C** They would not grow.
- **D** They would stain the paper towel.

18 **If seeds were placed on a wet paper towel, but this time placed in a black plastic bag, what would this tell you about what seeds need to grow?**

- **J** Whether or not the seeds need oxygen
- **K** Whether or not the seeds need water
- **L** Whether or not the seeds need carbon monoxide
- **M** Whether or not the seeds need light

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Practice Test 3

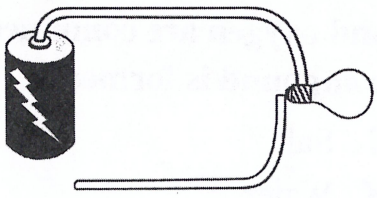
1 Annabelle figured out the mass in kilograms of four of her classmates. She put her results in this table.

Classmate	Mass
A	20 kg
B	24 kg
C	27 kg
D	30 kg

If her classmates were to go to Jupiter, which shows what their masses would be?

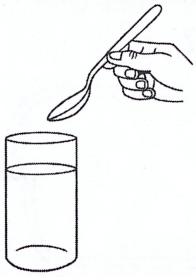
A 15 kg, 19 kg, 22 kg, 30 kg
B 30 kg, 34 kg, 37 kg, 40 kg
C 10 kg, 14 kg, 17 kg, 20 kg
D 20 kg, 24 kg, 27 kg, 30 kg

2 **If this circuit had an on/off switch and you turned it on, what would happen to the lightbulb?**



J It would light up.
K Nothing would happen.
L It would melt.
M It would start flickering.

Directions: Use the picture below to answer qestions 3 and 4.



3 **If you placed this spoon in the glass of water, how might the spoon's appearance change when you look at it through the water?**

A It will not look any different.
B It will appear backwards.
C It will appear to split in two.
D It will appear upside down.

4 **What can you conclude from this experiment?**

J Light rays travel straight through water.
K Light rays bend when traveling through water.
L Light rays do not travel through water.
M Light rays travel slower than sound waves.

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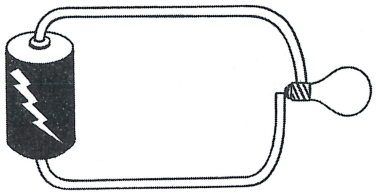
Name: _____ Date: _____

5 **If this circuit had an on/off switch and you turned it on, what would happen to the lightbulb?**



A Nothing would happen.
B It would light up.
C It would melt.
D It would start flickering.

6 **Jonah wanted to bring his radio to the park one day, but he didn't have a cord long enough to reach from his house. How could Jonah still listen to his radio?**

J Static electricity
K Magnetic forces
L Cells
M Kinetic energy

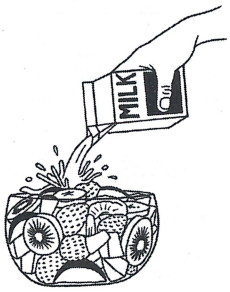
7 **Maxine has a snowball in her hand. Why will it begin to melt?**

A Heat flows from the snowball to Maxine's hand.
B Heat flows from Maxine's hand to the snowball.
C Maxine's hand has a greater mass than the snowball.
D It won't melt at all.

8 **Which of the following is not a compound?**

J Sodium chloride
K Rust
L Water
M Hydrogen

9



How would you describe this mixture?

A Solid and solid
B Solid and liquid
C Gas and liquid
D Liquid and liquid

10 **When the elements hydrogen and oxygen are combined, what compound is formed?**

J Salt
K Water
L Rust
M Iron

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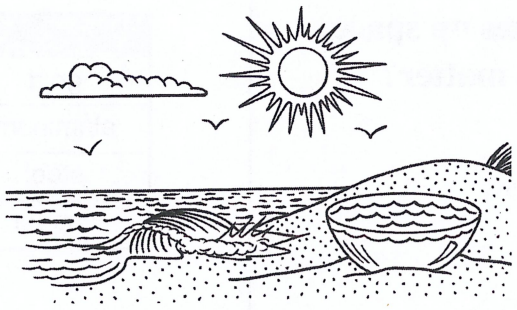
Name: _____ Date: _____

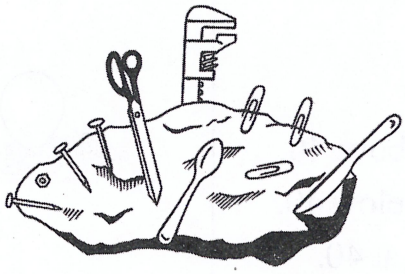
11



On a warm sunny day, what will most likely happen to the bowl of sea water?

A The water will freeze.
B The water will evaporate leaving behind salt.
C The water will evaporate leaving the bowl empty.
D The bowl will crack.

12 Anita found a strange rock in the forest one day.

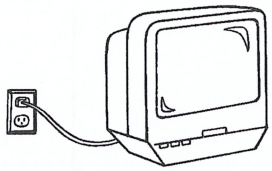


What can she definitely conclude about this rock?

J It has repellent properties.
K It is a gas.
L It has magnetic properties.
M It is a fossil.

13 **What does this television need to run?**

A Gravity
B Magnetism
C Gasoline
D Electricity



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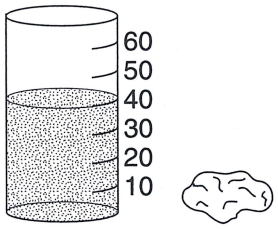
Name: _____ Date: _____

14 **Scientists say that matter is anything that takes up space. Which of these is matter?**

J A sneaker
K The color yellow
L A sound
M A memory

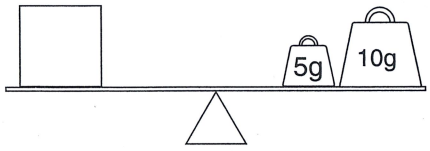
15



What will happen when the rock is put into the glass of water?

A The rock will float.
B The water will go above 40.
C The water will go below 40.
D The water will stay at 40.

16



What is the mass of the block?

J 2 g
K 5 g
L 10 g
M 15 g

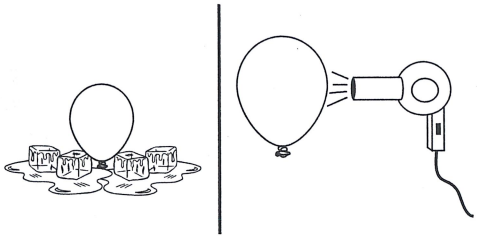
17

Type of Metal	Characteristics
gold	shiny, expensive
aluminum	light, soft
steel	heavy, strong
copper	light, soft

Why is steel used to build tall buildings?

A It is strong enough to hold buildings up.
B It is very expensive.
C It is shiny and soft.
D It is light and soft.

18



What does this experiment tell you about air inside a balloon?

J Balloons shrink when they get warm.
K Air takes up more space when it gets warmer.
L Ice makes balloons pop.
M Air takes up less space when it gets warmer.

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Name: _____ Date: _____

Practice Test 5

Directions: Use the information below to answer questions 1–4.

Angelo wanted to learn more about how the environment changes over time. To do this his science teacher, Mrs. Chin, gave him three equal-length pieces of yellow chalk and three different kinds of sandpaper which she labeled A, B, and C. He drew a straight line on each of the different pieces of sandpaper using the same amount of pressure.

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1 **After he drew the straight lines on the different sandpapers, he measured each chalk and found that the chalk that he drew the line with on sandpaper C was the shortest. What can you conclude about sandpaper C?**

A It has the softest surface.
B It was probably wet.
C It has the roughest surface.
D It is similar to sandpaper A.

2 **What do you think this activity helps you to understand?**

J How the soil changes during a hurricane
K How wind that carries sand changes rocks
L How sand erodes beaches
M How water changes rocks

3 **What does the chalk represent in this experiment?**

A Wind and sand
B Soil
C Rocks
D Water

4 **If each sandpaper represented a different environment, what can you definitely conclude about the environment of sandpaper C?**

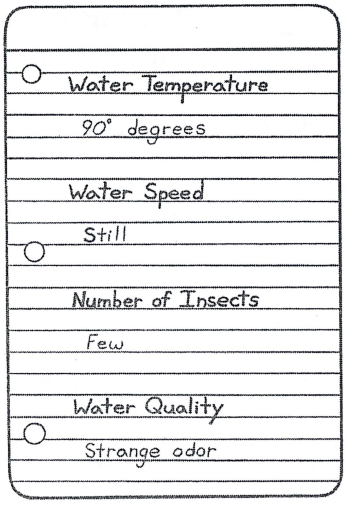
J It is very windy and sandy.
K It is very cold.
L It snows a lot.
M It is very dry.

Name: _____ Date: _____

5 **What is it called when you answer a proposed question that can be tested with an experiment?**

A Thesis
B Proposal
C Observation
D Hypothesis

6 Victoria went to a stream near her house and recorded these observations.



What can Victoria conclude about the stream?

J It is clean.
K It is suitable to drink.
L It is polluted.
M It has lots of fish.

7 **If there were no rocks on the Earth, what else would not exist?**

A Water
B Soil
C Oxygen
D The Sun

8 **If neither the tallest redwood tree nor the shortest garden plant did not have roots, what would be difficult for them to do?**

J Absorb oxygen and light
K Absorb water and minerals
L Absorb insects and water
M Absorb light and pebbles

9 **In cities like Los Angeles, smoke from cars, airplanes, and factories pollute the air. The term "smog" is used when what has been polluted by the smoke?**

A Snow
B Air
C Fog
D Acid rain

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10 **What do beaches, plateaus, valleys, and plains have in common?**

- **J** They are all near the ocean.
- **K** They are hotter in the winter.
- **L** They are all landforms.
- **M** They are all perfectly smooth.

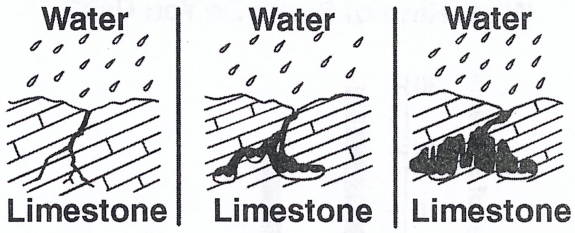
11 **Why are the swamps that covered large parts of the Earth millions of years ago so important to us now?**

- **A** They helped create diamonds.
- **B** They helped create coal.
- **C** They helped create the oceans.
- **D** They helped create wood.

12 **What do these containers have in common?**

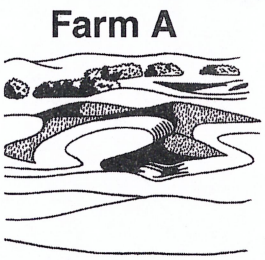
- **J** They are poisonous.
- **K** They can be recycled.
- **L** They can not be recycled.
- **M** They are radioactive.

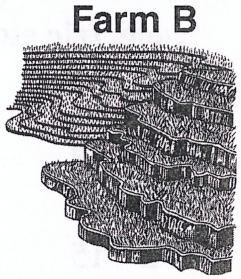
13 **What do these pictures show you?**



- **A** How a volcano erupts
- **B** How a cave is formed
- **C** How an earthquake occurs
- **D** How a mountain is formed

14





Why have these farmers shaped their fields like those above?

- **J** To prevent animals from eating their crops
- **K** To prevent the soil from turning into limestone
- **L** To prevent the soil from becoming too hot
- **M** To prevent the soil from eroding

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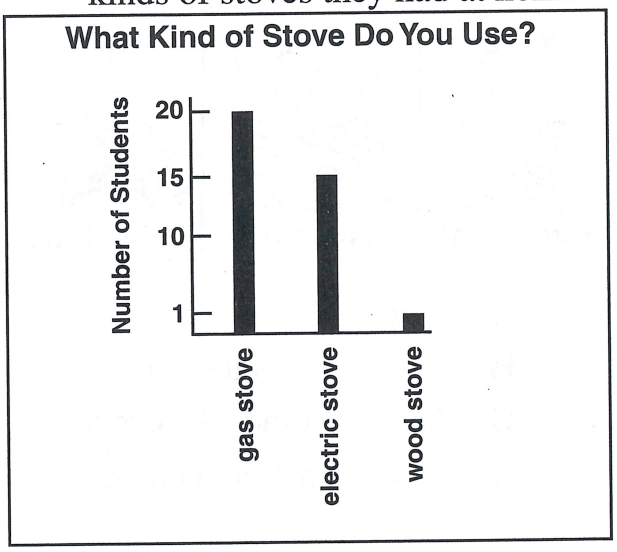
Name: _____ Date: _____

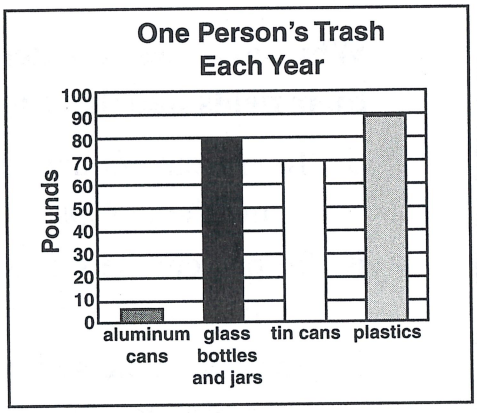
15 Jordan asked his classmates what kinds of stoves they had at home.



How many people have an electric stove?

A 1
B 10
C 20
D 15

16



Which kind of trash do people produce the most of?

J Plastic
K Tin cans
L Glass
M Aluminum cans

17 **Marc finds a rock in his yard that is gneiss. What kind of rock did it used to be?**

A Shale
B Limestone
C Slate
D Granite

18 **What is it called when people take resources like coal and oil out of the land?**

J Mining
K Rotting
L Erosion
M Fossils

19 **Which of these can be caused by heavy rain?**

A Drought
B Floods
C Earthquakes
D Volcanoes

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Name: _____ Date: _____

Practice Test 7

1 **If you wanted to investigate how the body breaks down food, what two objects might you use?**

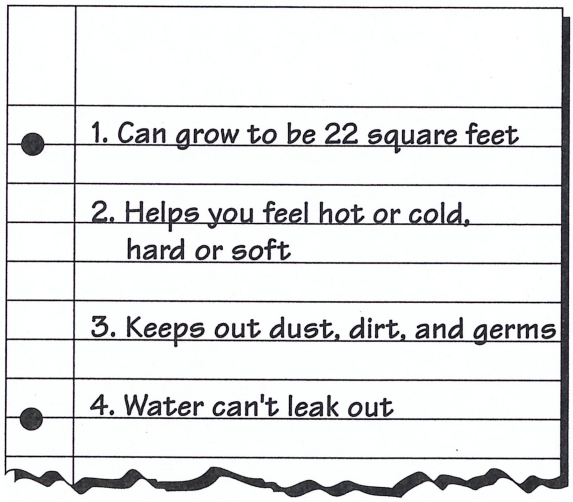
A An ax and a rock

B A screwdriver and a glass of water

C A fork and a potato

D A pair of scissors and a cup of soil

2 Malika wrote down some facts in her notebook.



What is Malika describing in her notes?

J Nervous system

K Skin

L Skeletal system

M Muscles

3 **Anton has wrapped a sheet of plastic on top of a plastic cup. The plastic has a tiny hole in it. He pours some water on the plastic. What is this similar to?**

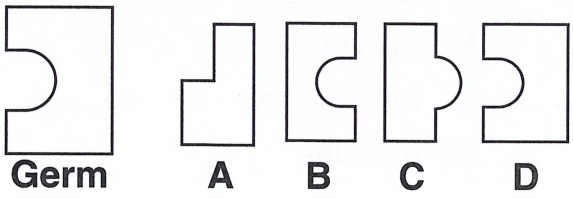
A How your stomach digests food

B How tastes buds work

C Your skin with a little cut

D How water causes erosion

4 **Which antibody would best help fight against the germ below?**



J A

K B

L C

M D

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Name: _____ Date: _____

5 **One day in class, Esther ate some crackers. She noted that they became soft while in her mouth. Which statement explains why this happened?**

A Digestion begins in the mouth.

B Taste buds help break down food.

C Teeth do not help with digestion.

D Digestion begins in the throat.

6 **What is the name of the system that helps you fight a cold?**

J Digestive

K Nervous

L Respiratory

M Immune

7 **Why is earwax so important?**

A It traps germs.

B It lets germs enter the body.

C It breaks down food.

D It aids in breathing.

8 **Which part of the digestive system removes water from undigested food?**

J The mouth

K Small intestines

L Large intestines

M Stomach

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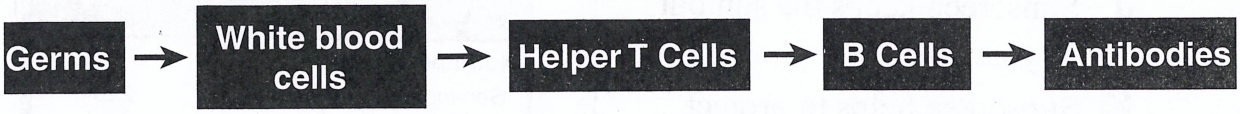
Name: _____ Date: _____

9 **Which of the following attach themselves to the invading germs to make them harmless?**



A White blood cells
B Helper T cells
C Antibodies
D B cells

10 **Which would probably take the most amount of time to digest?**

J A bowl of cereal
K A cup of yogurt
L A piece of meat
M A banana

11 **Which of the following is not one of the food groups?**

A Fruits
B Oils, fats, and sweets
C Bread, cereal, and rice
D Meat, fish, and poultry

12 **Which sunscreen would you use to best protect yourself from the Sun?**

J 45 SPF
K 30 SPF
L 4 SPF
M 8 SPF

13

Body Part	?
Saliva	Yes
Stomach	Yes
Epidemis	No
White Cells	No
Small Intestines	Yes

What do you think the question mark in the box could be?

A Part of nervous system
B Part of digestive system
C Part of skeletal system
D Part of circulatory system

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Name: _____ Date: _____

14 **Why is it important to put sunscreen lotion on?**

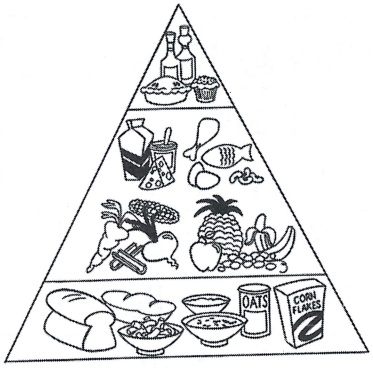
J Sunscreen keeps the sun out of your eyes.

K Sunscreen helps to protect from sunburns.

L Sunscreen cleans your skin.

M Sunscreen keeps your skin warm.

15



Which of the following does the food pyramid tell us to eat the most of?

A Oil

B Pie

C Bread

D Fish

16 **How much total fat is in this yogurt?**

Yogurt

Nutrition Facts

Serving Size	1 container	220 g
Amount per serving		
Calories	195	
Calories from fat	27	
% of Daily Value		
Total Fat	3 g	5%
Cholesterol	12 mg	6%
Sodium	155 mg	7%
Potassium	510 mg	15%
Total Carbohydrate	33 g	12%
Fiber	0 g	0%
Sugars	32 g	
Protein	12 g	

J 33 g

K 3 g

L 12 mg

M 27 mg

17

WHAT'S IN FOOD?	
CARBOHYDRATES are found in	bread, nuts, meat, cereal
FAT is found in	meats, milk, pasta, oil
PROTEIN is found in	nuts, fruit, cheese, beans

What food can you eat to get carbohydrate and protein?

A Fruit

B Bread

C Pasta

D Nuts

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