MCAP REVIEW Math

Complete and return to your teacher when school resumes.
Students from different classes painted a picture on a wall in the school office:

On Monday, Class M painted \( \frac{2}{10} \) of the wall, and Class S painted \( \frac{3}{10} \) of the wall.

Part A: Complete the equation to show the total amount of the wall painted by Class M and Class S.

Drag and drop a number into each box.

\[
\left( \frac{2}{10} \right) + \left( \frac{3}{10} \right) = \frac{5}{10}
\]

Class M painted the remaining \( \frac{5}{10} \) of the wall. What fraction of the wall was painted by Class M and Class S altogether?

Part B: The parking garage will have a total of 117 customers.

After the 2 new levels of parking spaces are complete, the garage will have 82 new customers. The garage will have 98 new customers.

Part C: Enter your answer in the box.

The new levels of parking spaces will be the same size as the old levels. Therefore, the parking garage will add 2 new levels of parking spaces. Each new level will have twice the number of parking spaces as the old levels. How many parking spaces are on each level?

Part B: Enter your answer in the box.

The parking garage will add 2 new levels of parking spaces. Each new level will have twice the number of parking spaces as the old levels.

Part A: Enter your answer in the box.

A parking garage has a total of 52 parking spaces. If there are 5 levels in the garage, and each level has 10 spaces, then the garage has a total of 52 parking spaces. If there are 5 levels in the garage, and each level has 10 spaces, then the garage has 52 parking spaces.

Class M painted \( \frac{2}{10} \) of the wall, and Class S painted \( \frac{3}{10} \) of the wall.
Complete the factor pairs for 27. Drag and drop a number into each box.

Factors of 27

Select the three correct answers:

6. Which expressions can be placed in the box to make a true equation?

60 + 60 + 30
60 + 20 + 80
40 + 30
10 × 3 × 4

5. Two pairs of numbers are shown. The symbol needed to compare the two numbers is missing from each box.

Which symbol should be placed into the box to correctly compare the two pairs of numbers?

A. >
B. =
C. <
D. ≥

4. Which pair of fractions is equivalent?

\[
\frac{9}{27} \quad \text{and} \quad \frac{1}{3}
\]

\[
\frac{9}{8} \quad \text{and} \quad \frac{9}{8}
\]

\[
\frac{9}{2} \quad \text{and} \quad \frac{9}{2}
\]

\[
\frac{9}{7} \quad \text{and} \quad \frac{9}{7}
\]

3. Drag and drop a number into each box. Complete the factor pairs for 27.
What is 1,962 divided by 5?

Part A

Caleb: mixed red water and blue water to make purple water. He poured \( \frac{2}{5} \) of a cup of red water into a jar; after he poured the blue water into the jar there was a total of \( \frac{3}{5} \) of a cup of purple water in the jar.

Enter your answer in the space provided. Enter only your answer.

Part B

Caleb mixed red water and yellow water to make \( \frac{3}{5} \) of a liter of orange water. He then spilled some of the orange water and had \( \frac{1}{5} \) of a liter left. How much orange water did Caleb spill?

Which expression represents a total distance of \( \frac{1}{5} \) of a meter?

A. \( \frac{3}{5} \) meter + \( \frac{1}{5} \) meter
B. \( \frac{1}{5} \) meter + \( \frac{1}{5} \) meter
C. \( \frac{1}{5} \) meter + \( \frac{1}{5} \) meter
D. \( \frac{1}{5} \) meter + \( \frac{1}{5} \) meter
Enter your answer in the box.

Part A

Which fraction comparison is correct?

A. 
B. 
C. 
D. 
E. 

Select the three correct answers.

Julian
Karen
Lawrence
Isabella
Franco

Each of 7 students puts blueberries into a bowl. The table shows the fraction of a bowl that each student fills.

<table>
<thead>
<tr>
<th>Name</th>
<th>Fraction of a Bowl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lawrence</td>
<td>( \frac{10}{25} )</td>
</tr>
<tr>
<td>Julian</td>
<td>( \frac{11}{20} )</td>
</tr>
<tr>
<td>Isabella</td>
<td>( \frac{5}{8} )</td>
</tr>
<tr>
<td>Hank</td>
<td>( \frac{6}{12} )</td>
</tr>
<tr>
<td>Gina</td>
<td>( \frac{3}{4} )</td>
</tr>
<tr>
<td>Franco</td>
<td>( \frac{2}{6} )</td>
</tr>
<tr>
<td>Lawrence</td>
<td>( \frac{100}{25} )</td>
</tr>
</tbody>
</table>

A. 
B. 
C. 
D. 
E. 

Select the three correct answers.

Which students have smaller amounts of blueberries in their bowls than Julian?

When students have smaller amounts of blueberries in their bowls than Julian, put an X in the box.

A serving of carrots is \( \frac{2}{3} \) cup. How many cups are in \( \frac{7}{6} \) servings of carrots?

\( \frac{2}{3} \times \frac{7}{6} = \)

Enter your answer in the box.

\( \frac{5}{2} = \)
14. Jason, John, Kendra, and Dana ate one full pizza altogether. Jason ate 5 of the pizza, and John and Kendra each ate 3 of the pizza. How much pizza did Dana eat? Enter your answer in the space provided. Enter only your answer.

A shopper bought a T-shirt on sale for $8. The shopper also bought a pair of jeans. The jeans cost 6 times as much as the T-shirt. How much money did the shopper spend in total?

16. A school band is selling 150 concert tickets for $2 each. There are 2 groups of students selling tickets. Each group has 4 students. The band teacher gives each of the students an equal number of tickets to sell so that there is the least number of tickets left over. The groups sell 80 tickets each. (Continues on next page)
18. (continued from previous page)

**Part A**

The band teacher buys all the leftover tickets that were not given to the students for $2 each. How much money did the band teacher spend buying the leftover tickets?

Show your work or explain in the space provided:

**Part B**

The students sold all the tickets they were given to them. Which equation shows how to find the amount of money, in dollars, made from the students selling the tickets?

- A. $144 \times 2 = 36$
- B. $144 \div 8 = 18$
- C. $144 \times 8 = 144$
- D. $144 \div 2 = 72$

Select the two correct answers.

19.

**Part A**

The place value of each digit of a number is shown in the table:

<table>
<thead>
<tr>
<th>Place</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>ones</td>
<td>2</td>
</tr>
<tr>
<td>tens</td>
<td>4</td>
</tr>
<tr>
<td>hundreds</td>
<td>2</td>
</tr>
<tr>
<td>thousands</td>
<td>4</td>
</tr>
</tbody>
</table>

What is the number written in standard form?

**Part B**

The values of the two numbers shown in written form are added together:

A. 314
B. 309
C. 34
D. 39

Enter your answer and show your work or explanation in the space provided.
Lindsey is making curtains, pillows, and placemats. The chart shows how many yards of fabric are needed for each item.

<table>
<thead>
<tr>
<th>Item</th>
<th>Yards Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curtains</td>
<td>6 yards</td>
</tr>
<tr>
<td>Pillows</td>
<td>2 yards</td>
</tr>
<tr>
<td>Place mats</td>
<td>3 yards</td>
</tr>
<tr>
<td>Total Needed</td>
<td>11 yards</td>
</tr>
</tbody>
</table>

Lindsey started with a total of 27 yards of fabric, and then she made 2 of each item.

Craft Projects

40 pounds is 5 times as heavy as 8 pounds.

Lindsey can use the remaining fabric to make more items or keep it for another project.

Determine the amount of fabric, if any, that will remain after she makes the extra items. Use the chart to find two different ways Lindsey can use the remaining fabric to make more items.

Explain your thinking and your work in the space provided.
What is the value of this expression?

\[ 4187 - 43930 \]

The figure shows angle HJM. The measure of angle HJM is 180°.

What is the measure, in degrees, of angle KJL?

- A. 130°
- B. 100°
- C. 80°
- D. 50°

Enter your answer in the box.

The figure shows angle TYZ.

What is the measure, in degrees, of angle TYZ?

- A. 35°
- B. 80°
- C. 100°
- D. 130°

What is the measure, in degrees, of angle HJM?

- A. 80°
- B. 60°
- C. 100°
- D. 130°

What is the value of this expression?

\[ 4187 + 7846 \]
24. Two friends are playing beanbag toss with a game board. The picture shows the game board and the beans bags they use.

For each turn, a player tosses 5 beanbags toward the game board. Each beanbag that goes through a hole earns points as follows.

- Beanbags that go through the top hole earn 100 points each.
- Beanbags that go through the middle hole earn 60 points each.
- Beanbags that go through the bottom hole earn 25 points each.

The first friend to play has all 5 beanbags go through a hole and earns 230 points. Which holes did the 5 beanbags go through?

- A. 1 in the top hole, 1 in the middle hole, and 3 in the bottom hole.
- B. 2 in the middle hole and 3 in the bottom hole.
- C. 3 in the middle hole and 2 in the bottom hole.
- D. 1 in the top hole, 1 in the middle hole, and 3 in the bottom hole.

The first friend to play has all 5 beanbags go through a hole and earns 230 points. Which holes did the 5 beanbags go through?

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A. part A

Part A

Each tile represents 1 square foot.

A patio has white tiles and gray tiles.

Area of the entire patio: _______

A student states that the only way to determine the area of the entire patio is to count the number of squares one at a time. Explain a different way to determine the area of the entire patio. Include the area of the entire patio in your explanation.

B. part B

B. part B

A patio has white tiles and gray tiles.

A student states that the only way to determine the area of the entire patio is to count the number of squares one at a time. Explain a different way to determine the area of the entire patio. Include the area of the entire patio in your explanation.

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B. part B

B. part B

A patio has white tiles and gray tiles.

A student states that the only way to determine the area of the entire patio is to count the number of squares one at a time. Explain a different way to determine the area of the entire patio. Include the area of the entire patio in your explanation.

B. part B

B. part B

A patio has white tiles and gray tiles.
A student states that the area of the gray border is 2 square feet more than the area of the white area inside the border. Explain how to find the correct difference between the area of the border and the white area inside the border. Enter your explanation in the space provided.

Mr. Clark drives a bus 4.35 miles each month. Exactly how many miles does he drive the bus in 6 months?

Which number correctly completes the equation shown?

\[ \square = \frac{8}{9} + \frac{8}{9} + \frac{8}{9} \]

A. 6
B. 4
C. 7
D. 2

26.

27.

Mr. Clark drives a bus 4,435 miles each month. Exactly how many miles does he drive the bus in 6 months?

28.

29.

30.

Math symbols

26. O

27. O

28. O

29. O

30. O
29. Lucas used 5 of a loaf of bread to make sandwiches.

Part A Which expressions are equivalent to the total amount of bread Lucas used to make sandwiches?

Select the three correct answers.

Part B Lucas used 1 of a second loaf of bread to make French toast. What fraction of the loaves of bread did he use for sandwiches and French toast?

30. Which shapes have exactly two pairs of parallel lines?

Select the two correct answers.
Read the story “The Elephant and the Crocodile.” Then answer the questions.

The Elephant and the Crocodile
by H. Berkeley Score

An Elephant and a Crocodile were once standing beside a river. They were disputing as to which was the better animal.

“Look at my strength,” said the Elephant. “I can tear up a tree, roots and all, with my trunk.”

“Aha! but quantity is not quality, and your skin is not nearly so tough as mine,” replied the Crocodile, “for neither spear, arrow, nor sword can pierce it.”

Just as they were coming to blows, a Lion happened to pass.

“Heyday, sir!” said His Majesty, going up to them, “let me know the cause of your quarrel.”

“Will you kindly tell us which is the better animal?” cried both at once.

“Certainly,” said the Lion. “Do you see that soldier’s steel helmet on yonder wall?” pointing at the same time across the river.

“Yes!” replied the beasts.

“Well, then,” continued the Lion, “go and fetch it, and bring it to me, and I shall be able then to decide between you.”

Upon hearing this, off they started. The Crocodile, being used to the water, reached the opposite bank of the river first, and was not long in standing beside the wall.

Here he waited till the Elephant came up. The latter, seeing at a glance how matters stood, extended his long trunk, and reached the helmet quite easily.

They then made their way together back again across the river. The Elephant, anxious to keep up with the Crocodile in the water, forgot that he was carrying the helmet on his back, and a sudden lurch caused the prize to slip off and sink to the bottom. The Crocodile noticed the accident, so down he dived, and brought it up in his capacious mouth. They then returned, and the Crocodile laid the helmet at the Lion’s feet. His Majesty took up the helmet, and addressing the Elephant, said:

“You, on account of your size and trunk, were able to reach the prize on the wall but, having lost it, you were unable to recover it. And you,” said the Lion, turning to the Crocodile, “although unable to reach the helmet, were able to dive for it and save it. You are both wise and clever in your respective ways. Neither is better than the other.”

Part A
Which sentence from the story helps the reader understand the meaning of disputing as it is used in paragraph 17?

A. “Heyday, sir!” said His Majesty, going up to them, “let me know the cause of your quarrel.” (paragraph 5)

B. “Upon hearing this, off they started.” (paragraph 10)

C. “The latter, seeing at a glance how matters stood, extended his long trunk, and reached the helmet quite easily.” (paragraph 11)

D. “And you,” said the Lion, turning to the Crocodile, “although unable to reach the helmet, were able to dive for it and save it.” (paragraph 13)

Part B
Which word has the opposite meaning of disputing?

A. confessing

B. discussing

C. questioning

D. agreeing

“The Elephant and the Crocodile” by H. Berkeley Score—Public Domain
Read the story "The Elephant and the Crocodile." Then answer the questions.

The Elephant and the Crocodile
by H. Berkeley Score

1. An Elephant and a Crocodile were once standing beside a river. They were disputing as to which was the better animal.
2. "Look at my strength," said the Elephant. "I can tear up a tree, roots and all, with my trunk."
3. "Ah! but quantity is not quality, and your skin is not nearly so tough as mine," replied the Crocodile, "for neither spear, arrow, nor sword can pierce it."
4. Just as they were coming to blows, a Lion happened to pass.
5. "Heyday, sirs!" said His Majesty, going up to them, "let me know the cause of your quarrel."
6. "Will you kindly tell us which is the better animal?" cried both at once.
7. "Certainly," said the Lion. "Do you see that soldier's steel helmet on yonder wall?" pointing at the same time across the river.
8. "Yes!" replied the beasts.
9. "Well, then," continued the Lion, "go and fetch it, and bring it to me, and I shall be able then to decide between you."
10. Upon hearing this, off they started. The Crocodile, being used to the water, reached the opposite bank of the river first, and was not long in being beside the wall.
11. Here he waited till the Elephant came up. The latter, seeing at a glance how matters stood, extended his long trunk, and reached the helmet quite easily.
12. They then made their way together back again across the river. The Elephant, anxious to keep up with the Crocodile in the water, forgot that he was carrying the helmet on his back, and a sudden lurch caused the prize to slip off and sink to the bottom. The Crocodile noticed the accident, so down he dived, and brought it up in his capacious mouth. They then returned, and the Crocodile laid the helmet at the Lion's feet. His Majesty took up the helmet, and addressing the Elephant, said:
13. "You, on account of your size and trunk, were able to reach the prize on the wall but, having lost it, you were unable to recover it. And you," said the Lion, turning to the Crocodile, "although unable to reach the helmet, were able to dive for it and save it. You are both wise and clever in your respective ways. Neither is better than the other."

Part A
What does recover mean as it is used in paragraph 13?

- A. overpower
- B. rescue
- C. achieve
- D. release

Part B
Which detail from paragraph 13 of the story helps the reader understand the meaning of recover?

- A. "... your size and trunk ..."
- B. "... able to reach the prize on the wall ..."
- C. "... able to dive for it and save it."
- D. "... wise and clever in your respective ways."

"The Elephant and the Crocodile" by H. Berkeley Score—Public Domain
Read the article “How Humpbacks Go Fishing.” Then answer the questions.

How Humpbacks Go Fishing

by Linda Brown Anderson

1. Humpback whales are known for feeding alone or in pairs. Most of the time, they plow through the ocean with their huge mouths open, scooping up thousands of tiny shrimplike creatures called krill.

2. But humpbacks that live near the west coast of North America have a surprising and spectacular way of catching fish. When they spot a school of herring, the humpbacks dive into the depths and close in on the fish from below. A steady flow of bubbles rises to the surface, forming a circle.

3. Suddenly, all of the whales explode out of the water at once, right in the middle of the bubble circle. Their huge mouths are open and full of silver, wriggling fish.

4. Scientists wanted to know more about how the whales fed on schools of fish. Using underwater microphones, they listened to humpbacks as they fed. The whales made magnificent trumpetlike sounds as they swept up and ate the fish.

5. The researchers also used the Crittercam, a video camera that can be attached harmlessly to the back of a whale. It showed that the whales waved their huge flippers back and forth as they fed.

6. Most researchers thought the humpbacks were fighting over the fish. Whales are known to use bubbles and loud calls when they try to chase away other whales. Maybe they also waved their flippers to shoo one another away.

A Deep Mystery

Dr. Fred Sharpe had a radical idea for the late 1980s, when he began his research. Maybe the whales were working together!

Dr. Sharpe led a team of researchers. They used sonar to “see” deeper into the water. A sonar device sends out sound waves, then catches the echoes of those waves after they bounce off objects, such as whales, fish, and bubbles. Using the echoes, the sonar creates pictures of the objects.

The sonar showed that, to a humpback, bubbles are tools. A single whale swims below the fish, carefully releasing air from its blowhole to create a wall of bubbles.

Also using sonar, the scientists saw other whales moving toward the herring, chasing the fish toward the bubble wall. The herring were reluctant to try to escape through the bubbles. The bubble-blowing whale began to swim in a circle, making the wall of bubbles go all the way around the fish. The fish were trapped in a bubble net!

Using an underwater microphone, the research team recorded the sounds of the whales. The whales swam under the herring and began their trumpetlike calls. Then the whales swam upward all at once, waving their flippers, and gulped a large number of fish.

Continued on next page
The whales were working together!

How did the whales use their calls and flippers to help catch their food?

To find out, Dr. Sharpe and his team placed a school of herring into an aquarium. Then the researchers pumped in air to make a wall of bubbles. The fish would not swim through the bubbles.

When the researchers played a recording of feeding calls by humpbacks, the herring dashed away from the sounds. The sounds make it easier to trap the fish in the bubble net.

The scientists also placed a model of a humpback flipper into the aquarium. Like a real humpback flipper, the model was dark on one side and white on the other. As the researchers turned the flipper and flashed the white underside at the school, the fish quickly swam away.

Working as a Team

Now Dr. Sharpe understood how humpbacks feed together. One whale forms a wall of bubbles around the fish. Other whales approach from the sides and from below. One of the whales, the leader, makes calls from below that send the fish toward the surface and into the ring of bubbles. As the fish are squeezed into a tighter group, the bubble-blowing whale continues to swim in a circle, closing the net and trapping the fish in a bubble corral.

Finally, all of the whales swim up into the feast of fish, making trumpetlike calls and flashing the white sides of their flippers to keep the trapped fish from escaping between them.

Over the years, the research group has seen that humpback whales often live and hunt together for years. Each time they go fishing, the same whales play the same roles: bubble blower, first caller, and so on.

Thanks to Dr. Sharpe and his co-workers, we now know something about humpback intelligence. We also know that these famous "loners" actually can form lifelong relationships with others of their species.
Part A
Which belief about whales did researchers prove to be false?

A. Whales often fight one another for food.
B. Whales make sounds to frighten fish.
C. Whales wave their flippers when they eat.
D. Whales only eat shrimplike creatures called krill.

Part B
Which detail from the article supports the answer to Part A?

A. "Scientists wanted to know more about how the whales feed on schools of fish." (paragraph 4)
B. "The researchers also used the Crittercam, a video camera that can be attached harmlessly to the back of a whale." (paragraph 5)
C. "Over the years, the research group has seen that humpback whales often live and hunt together for years." (paragraph 19)
D. "Thanks to Dr. Sharpe and his co-workers, we now know something about humpback intelligence." (paragraph 20)

Part A
Based on Information in paragraphs 2 and 3, what is the meaning of the word spectacular?

A. amazing
B. difficult
C. exhausting
D. risky

Part B
Which sentence from the article is an example of something else that is spectacular?

A. "Humpback whales are known for feeding alone or in pairs." (paragraph 1)
B. "Most of the time, they plow through the ocean with their huge mouths open, scooping up thousands of tiny shrimplike creatures called krill." (paragraph 1)
C. "The whales made magnificent trumpetlike sounds as they swept up and ate the fish." (paragraph 4)
D. "The herring were reluctant to try to escape through the bubbles." (paragraph 10)
Part A: How does a sonar device help scientists in their research?

A. It takes still pictures and videos of objects that are underwater.
B. It listens and records sounds that are underwater.
C. It uses echoes of sound waves to discover objects underwater.
D. It creates bubbles and releases them underwater.

Part B
Which evidence describes the discovery made through the use of sonar?

A. “A single whale swims below the fish, carefully releasing air from its blowhole to create a wall of bubbles.” (paragraph 9)
B. “Then the researchers pumped in air to make a wall of bubbles.” (paragraph 14)
C. “When the researchers played a recording of feeding calls by humpbacks, the herring dashed away from the sounds.” (paragraph 15)
D. “As the fish are squeezed into a tighter group, the bubble-blowing whale continues to swim in a circle, closing the net and trapping the fish in a bubble corral.” (paragraph 17)
Part A
Based on information in the article, what conclusion can be made about humpback whales?

A. Humpback whales teach their young how to fish.
B. Humpback whales are smart creatures.
C. Humpback whales always travel in groups.
D. Humpback whales must catch a lot of fish quickly in order to survive.

Part B
Which sentence in the article supports the answer to Part A?

A. “Most of the time, they plow through the ocean with their huge mouths open, scooping up thousands of tiny shrimplike creatures called krill.” (paragraph 1)
B. “When they spot a school of herring, the humpbacks dive into the depths and close in on the fish from below.” (paragraph 2)
C. “Each time they go fishing, the same whales play the same roles: bubble blower, first caller, and so on.” (paragraph 19)
D. “Thanks to Dr. Sharpe and his co-workers, we now know something about humpback intelligence.” (paragraph 20)

Which two pieces of evidence in the article support the idea that humpback whales form long-term relationships with each other?

A. “Humpback whales are known for feeding alone or in pairs.” (paragraph 1)
B. “Most researchers thought the humpbacks were fighting over the fish.” (paragraph 6)
C. “Dr. Fred Sharpe had a radical idea for the late 1980s, when he began his research. Maybe the whales were working together!” (paragraph 7)
D. “Over the years, the research group has seen that humpback whales often live and hunt together for years.” (paragraph 19)
E. “Each time they go fishing, the same whales play the same roles: bubble blower, first caller, and so on.” (paragraph 19)
F. “Thanks to Dr. Sharpe and his co-workers, we now know something about humpback intelligence.” (paragraph 20)
According to the article, researchers conducted several experiments at the aquarium to study whale feeding behavior. What was the process used to imitate whales feeding in the wild?

Drag the experiment into the correct step arrow to show the process used to imitate whales feeding in the wild.

Experiments
- played a recording of feeding calls
- pumped bubbles into the aquarium
- used a model of a humpback flipper

Whale Feeding Process
- Step One
- Step Two
- Step Three

Part B
At the aquarium, what was the purpose of conducting research on whale feeding behaviors?

A. to learn how whales work together when catching food
B. to find out whether herring escape bubble nets blown by whales
C. to discover the role of whale calls and flippers in catching food
D. to learn how sound travels in water

Research scientists used a variety of instruments to study the behavior of humpback whales.

Match each important discovery made by the scientists by dragging the discovery to the correct box for each instrument.

Scientific Discoveries
- "It showed that the whales waved their huge flippers back and forth as they fed." (paragraph 5)
- "When the researchers played a recording of feeding calls by humpbacks, the herring dashed away from the sounds. The sounds make it easier to trap the fish in the bubble net." (paragraph 15)
- "Then the researchers pumped in air to make a wall of bubbles. The fish would not swim through the bubbles." (paragraph 14)
- "A single whale swims below the fish, carefully releasing air from its blowhole to create a wall of bubbles." (paragraph 9)
- "As the fish are squeezed into a tighter group, the bubble-blowing whale continues to swim in a circle, closing the net and trapping the fish in a bubble corral." (paragraph 17)

Crittercam | Microphone | Sonar
Today you will read the story “Sally’s Rescue.” As you read, pay close attention to the characters and events as you answer the questions to prepare to write a narrative story.

Read the story “Sally’s Rescue.” Then answer the questions.

Sally’s Rescue

by Roderick J. Robison

Sitting at the cabin’s breakfast table, Anna and Jim could see the sun’s rays flickering on the calm water in the bay. It was a welcome sight after the storm. During the two days of heavy wind and rain, they hadn’t left the cabin.

“We’re going down to the beach,” said Anna, hardly able to contain her excitement.

“There’s a strange grayish lump looked out of place in the seaweed that had washed ashore. As they drew closer they noticed it was moving! There, at the water’s edge, a baby seal swiveled her head and peered up at them. Underneath her, strewn about on the rocks, was a section of fishnet.

“Hello, girl. What a beautiful seal you are!” said Anna.

She tilted her head at the sound of Anna’s voice.

“She looks so sad,” said Jim. “Maybe she’s hurt. I’ll get Mom and Dad.” Moments later he was back with their parents.

“She’s just a pup, probably less than a month old,” said Mom.

“I’m. It appears to be caught in the net,” added Dad as he knelt down and gently untangled the netting. “There. That does it.” He placed the seal in the shallow water.

“Good-bye, girl,” said Anna.

“Good-bye, seal,” said Jim.

The seal didn’t swim off as they expected. She just looked up at them with sadness in her two dark, beady eyes. Mom waded out into the water and gently pushed the seal toward the sea, but she just swam back to the shore.

“I’m going to name her Sally,” said Anna. “Can we keep her? Please?” Before her parents could reply, Jim interrupted. “What are those?” he asked, pointing at two dark bumps bobbing way out on the surface of the sea.

Dad lifted his binoculars and focused them. “They’re seals,” he replied.

“Do you think they’re Sally’s parents?” asked Anna.

“They very well could be,” replied Mom. “If they are, they’re probably looking for her right now.”

“They must miss her very much,” said Jim.

“And she must miss them very much,” added Anna.

“Seals are shy around people,” said Dad. “Let’s go away so they can come and get her.”
Anna and Jim watched from the cabin window, but by low tide no seals had come to Sally. Finally Dad carried a wood-slatted fish box to the water's edge. Anna put a sardine inside and backed away. After a while, Sally made her way into the box and gobbled the sardine.

They loaded the box with Sally in it onto the boat and motored out into the bay, in search of her family. Sally sat up front in the bow, looking out alertly over the water, sniffing the salt air.

Dad cut the motor as they approached the first group of rocks, where six dark seals were sunning themselves.

"I don't think that's them," said Jim, as the seals dove into the water.

They motored further up the bay and then drifted toward a large rock. Only a single seal sat on it, and he was white and whiskery.

"H'm," said Dad, scanning a small, rocky ledge up ahead. On the ledge were two spotted gray seals.

Sally whimpered as the boat approached the ledge and, before anyone could bid her farewell, scrambled out of the fish box and dove into the water to join the two seals.

That night at the dinner table, just before sunset, Anna said, "How do we know for sure that those were Sally's parents on that ledge?"

"Oh, I don't think we need to worry about that," said Jim, pointing out to the bay. Three gray seals poked their heads above the surface and lingered for a few moments as if to say thank you. Then they dove under as the sun disappeared below the horizon.

Imagine what Anna and Jim would do the next day after rescuing Sally. Using the same characters and setting, write a story about that day. Be sure to use details from “Sally’s Rescue.”
Imagine what the story would be like from the seal's point of view. Consider how it would be different from the story you read. Rewrite the story to tell it from the seal's point of view.
Today you will read and think about the passages "The Rescue of the Tin Woodman" and "Arriving at Emerald City" from The Wonderful Wizard of Oz. As you read these texts, you will gather information and answer questions about Dorothy and her actions so you can write an essay.

Read the passage "The Rescue of the Tin Woodman." Then answer the questions.

The Rescue of the Tin Woodman
from The Wonderful Wizard of Oz
by L. Frank Baum

1. When Dorothy awoke the sun was shining through the trees and Toto had long been out chasing birds around him and squirrels. She sat up and looked around her. Scarecrow, still standing patiently in his corner, waiting for her.

2. "We must go and search for water," she said to him.

3. "Why do you want water?" he asked.

4. "To wash my face clean after the dust of the road, and to drink, so the dry bread will not stick in my throat."

5. "It must be inconvenient to be made of flesh," said the Scarecrow thoughtfully, "for you must sleep, and eat and drink. However, you have brains, and it is worth a lot of bother to be able to think properly."

6. They left the cottage and walked through the trees until they found a little spring of clear water, where Dorothy drank and bathed and ate her breakfast. She saw there was not much bread left in the basket, and the girl was thankful the Scarecrow did not have to eat anything, for there was scarcely enough for herself and Toto for the day.

7. When she had finished her meal, and was about to go back to the road of yellow brick, she was startled to hear a deep groan nearby.

8. "What was that?" she asked timidly.

9. "I cannot imagine," replied the Scarecrow; "but we can go and see."

10. Just then another groan reached their ears, and the sound seemed to come from behind them. They turned and walked through the forest a few steps, when Dorothy discovered something shining in a ray of sunshine that fell between the trees. She ran to the place and then stopped short, with a little cry of surprise.

11. One of the big trees had been partly chopped through, and standing beside it, with an uplifted axe in his hands, was a man made entirely of tin. His head and arms and legs were jointed upon his body, but he stood perfectly motionless, as if he could not stir at all.

Continued on next page
Dorothy looked at him in amazement, and so did the Scarecrow, while Toto barked sharply and made a snap at the tin legs, which hurt his teeth.

"Did you groan?" asked Dorothy.

"Yes," answered the tin man, "I did. I've been groaning for more than a year and no one has ever heard me before or come to help me."

"What can I do for you?" she inquired softly, for she was moved by the sad voice in which the man spoke.

"Get an oil-can and oil my joints," he answered. "They are rusted so badly that I cannot move them at all; if I am well oiled I shall soon be all right again. You will find an oil-can on a shelf in my cottage."

Dorothy at once ran back to the cottage and found the oil-can, and then she returned and asked anxiously, "Where are your joints?"

"Oil my neck, first," replied the Tin Woodman. So she oiled it, and as it was quite badly rusted the Scarecrow took hold of the tin head and moved it gently from side to side until it worked freely, and then the man could turn it himself.

"Now oil the joints in my arms," he said. And Dorothy oiled them and the Scarecrow bent them carefully until they were quite free from rust and as good as new.

The Tin Woodman gave a sigh of satisfaction and lowered his axe, which he leaned against the tree.

"This is a great comfort," he said. "I have been holding that axe in the air ever since I rusted, and I'm glad to be able to put it down at last. Now, if you will oil the joints of my legs, I shall be all right once more."

So they oiled his legs until he could move them freely; and he thanked them again and again for his release, for he seemed a very polite creature, and very grateful.
Part A
Read this sentence from paragraph 15 of the passage.

"What can I do for you?" she inquired softly, for she was moved by the sad voice in which the man spoke.

What is the meaning of the word inquired in the sentence?

A. accepted
B. admitted
C. argued
D. asked

Part B
Which detail from the passage best provides clues for the meaning of the word inquired?

A. "... Toto barked sharply and made a snap at the tin legs ..." (paragraph 12)
B. "... no one has ever heard me before or come to help me." (paragraph 14)
C. "... if I am well oiled I shall soon be all right again." (paragraph 16)
D. "You will find an oil-can on a shelf in my cottage." (paragraph 16)
Part A

Read the sentence from paragraph 22 of the passage.

So they oiled his legs until he could move them freely; and he thanked them again and again for his release, for he seemed a very polite creature, and very grateful.

Which word means nearly the same as release as it is used in the sentence?

A. inquiry
B. pleasure
C. freedom
D. movement

Part B

Which detail from the passage gives the best clue to the meaning of release?

A. "What can I do for you?" she inquired softly, for she was moved by the sad voice in which the man spoke." (paragraph 15)
B. "Dorothy at once ran back to the cottage and found the oil-can, and then she returned and asked anxiously, "Where are your joints?"" (paragraph 17)
C. "Oil my neck, first," replied the Tin Woodman." (paragraph 18)
D. "I have been holding that axe in the air ever since I rusted, and I'm glad to be able to put it down at last." (paragraph 21)