

# MEAD SCHOOL SUMMER PACKET FOR STUDENTS ENTERING GRADE 5

## Reading Section 1

### **\*For Reading Section 1:**

Students must read one book from the list of suggested authors, or authors they choose. Students must complete the list of attached questions for the book they read.

- Students should respond to the questions as thoroughly as possible. Responses can be typed or written neatly on white lined paper.
- The written reports must be turned in to the teacher by **Wednesday, September 5, 2007.**

**\*Students must also read and complete Reading Sections 2 and 3.**

**Governor's Reading Challenge:** Gov. Jodi Rell "challenges" students to read more than their school's required number of books each summer. Use the Governor's Reading Challenge journal to record all of the books your child reads.

### **Suggested Authors**

Avi  
Bailey, Carolyn  
Brooks, Bruce  
Byars, Betsy  
Christopher, Matt  
Cleary, Beverly  
Clements, Andrew  
Cooney, Barbara  
Cooper, Susan  
Creech, Sharon  
Dahl, Roald  
DeFelice, Cynthia  
Foster, Genevieve  
Fritz, Jean  
Gannett, Ruth  
Gantos, Jack  
Giff, Patricia Reilly  
Gray, Elizabeth  
Hobbs, Will  
Konigsburg, E.L.  
L'Engle, Madeleine

Levine, Gail  
Lloyd, Alexander  
McGraw, Eloise  
Means, Florence Crannell  
O'Brien, Robert  
O'Dell, Scott  
Park, Barbara  
Paterson, Katherine  
Paulsen, Gary  
Randall, Jarrell  
Rylant, Cynthia  
Sachar, Louis  
Singer, Isaac Bashevis  
Snicket, Lemony  
Sperry, Armstrong  
Spinelli, Jerry  
Taylor, Mildred  
Wallace, Barbara  
Weik, Mary Hayes  
Wright, Betty

## Use these questions for FICTION only.

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Name of book: \_\_\_\_\_

Author: \_\_\_\_\_

Use these questions if you read a *FICTION* book. You can type your responses or write neatly on white-lined paper. Be sure to answer all three questions.

1. Write a brief summary of the book.

***In your summary be sure to answer:***

- ***Who is the story about?***
- ***What is the most important thing that happened in the story?***
- ***Where does the story take place?***
- ***When does the story take place?***
- ***How do the characters solve their problems?***

2. Using information from the book, tell how your life is similar or different from the main character's life.

- ***Be sure you use specific events from the story to explain your answers. Don't just write, 'My life is the same because I am a girl/boy.' Instead, you must write about specific events in the story.***

3. Do you think the writer made the events in this book believable? Use details from the story to explain your answer.

- ***If you write that the events are believable, give specific examples or events from the story to compare with real life. If you think it is not believable, be sure to write about the event you found unbelievable.***

\* \* See the rubric on the back to understand teacher expectations.

## SCORING RUBRIC - FICTION

1. Write a brief summary of the book.
  - 3 Response effectively summarizes the book. Most of the main points are included. Information is relevant and specific or a mix of general and specific.
  - 2 Response marginally summarizes the book. Some of the main points are included. Some information is relevant and specific or a mix of general and specific.
  - 1 Response is unsatisfactory. Most of all information is incorrect, irrelevant or vague. Key points are omitted.
2. Using information from the book, tell how your life is similar or different from the main character's life.
  - 3 Response presents a reasonable explanation of how the student's life is similar or different from the main character's life. Response includes information directly from the text and/or makes reference to information from the story as well as the student's own experience as support.
  - 2 Response presents a marginal explanation of how the student's life is similar or different from the main character. Response includes general information or the student's own experience as support.
  - 1 Response is vague and/or irrelevant.
3. Do you think the writer made the events in this book believable? Use details from the story to explain your answer.
  - 3 Response presents a reasonable argument on one side or the other and supports it with information directly from the text and/or makes reference to information from the story.
  - 2 Response presents a mostly reasonable argument on one side or the other and supports it with general information.  
OR  
Response presents a reasonable argument with no support from the story.
  - 1 Response merely states "yes" or "no".  
OR  
Response is vague and/or irrelevant.

**Use these questions for NON-FICTION only.**

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Name of book: \_\_\_\_\_

Author: \_\_\_\_\_

**Use these questions if you read a NON-FICTION book. You can type your responses or write neatly on white-lined paper. Be sure to answer all three questions.**

1. What could be another title for this book? Use details from the book to explain your choice.
  - ***Be sure you use specific facts from the book to explain your answers. Don't just write, 'I think this title is good because the story was about \_\_\_\_\_.'* Instead, you must write specific facts that support your new title.**
  
2. What do you think was the most important event/fact in the book? Use information from the book to explain your choice.
  - ***There are probably many important facts in your non-fiction book. Choose one of the facts that you find most interesting. Discuss that fact in detail. Write all you learned about that particular fact.***
  
3. Imagine you are going to write a letter to the author of your book.
  - ***Write two new things that you learned from the book. Write two things you did not understand or would like more information about.***

\* \* See the rubric on the back to understand teacher expectations.

## **SCORING RUBRIC - NON-FICTION**

1. This book is called \_\_\_\_\_. What could be another title for it? Use details from the book to explain your choice.
  - 3 Response presents a reasonable or creative title that tells what the book is about and explains this title with specific, relevant details from the book.
  - 2 Response presents a title that is generally related to the book and explains it with general or specific details from the book.  
OR  
Response presents a reasonable or creative title that tells what the book is about but does not support it.
  - 1 Response is vague and/or irrelevant.
2. What do you think was the most important event/fact in the book? Use information from the book to explain your choice.
  - 3 Response identifies the information in the passage that was most important to the student and presents a reasonable argument for its importance.  
Response includes a mix of specific and general information as support.
  - 2 Response identifies the information in the passage that was most important to the student but does not present an argument or support.
  - 1 Response is vague and/or irrelevant.
3. Imagine you are going to write a letter to the author of your book. Write two things you learned and two topics you would like to know more about.
  - 3 Response includes four reasonable statements that are written in good, complete sentences.
  - 2 Response includes two reasonable statements that are written in good, complete sentences.
  - 1 Response is vague and/or irrelevant.

## Reading Section 2

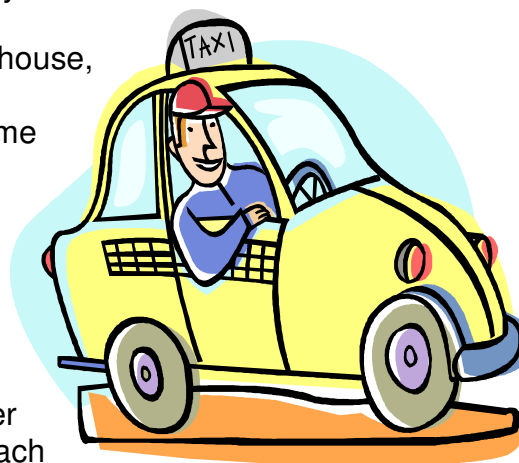
**Read this passage, then circle the correct responses to the questions.**

Emma took a trip with her mother to London, England, to visit her Aunt Mary. Emma had never visited a foreign country before, and she decided to keep a journal of her experiences. Here is part of her diary.

### ***The River House***

#### **Tuesday, First Day**

1. We took a taxi to my Aunt Mary's house in Chiswick just outside of London. The taxi ride was scary. The driver sat on the right side of the car and drove on the left side of the road. I felt like I was in a bumper-car ride at a fair. The driver chuckled at me because I wouldn't let go of my mother's arm.
2. As the taxi pulled up in front of a small, white house, Aunt Mary came running out to greet us. We hugged and went inside, and she introduced me to her little white dog. "This is Humphrey, my Jack Russell terrier. You two will get along splendidly." Humphrey jumped up and licked me, his way of saying "Welcome."
3. Aunt Mary's house faced the Thames River. As we sat in her living room and watched the boats go by, Aunt Mary explained that the river is tidal. The water level rises and falls twice each day. "Tomorrow you and Humphrey can go explore the river," Aunt Mary told me.



#### **Wednesday, Second Day**

4. For breakfast we ate toast with homemade jam and Earl Grey tea. In her proper English accent, Aunt Mary explained that the English drink lots of tea. I was beginning to like the taste. After breakfast, Aunt Mary took Mom into her garden to show her around, and I decided to take Humphrey for a walk.
5. The river was both noisy and peaceful. There were spots to sit and watch the water and let your thoughts wander. In other areas, there were lots of people in a hurry, or just out for walks. Humphrey and I watched a water taxi pick up some passengers.
6. As we walked up the path to the bridge, we saw a busy road with cars and large red buses with two levels. The water on the river was beginning to rise, and I thought that we should probably start back to Aunt Mary's.

7. Just ahead I saw a small boat tied up at the shore. A girl stood alone on the bank. As we approached her, she smiled at me. "Hello," she said. "My name is Kate and you must be Emma." Kate had lived on the river all her life. She showed me photos in her album and told me about some of her more memorable adventures. When I realized how late it had gotten, I told Kate I had to get back to Aunt Mary's. "OK," Kate said, "but come back tomorrow with your mother, and I'll show you something special about the river."

### **Thursday, Third Day**

8. The next morning at low tide, Mom, Aunt Mary and I went to the boat where Kate's family lived. Kate mentioned for us to follow her down the path. A short distance away we saw some large bushes. As we walked nearer, I saw several beautiful, large, white birds, followed by their chicks. Kate said that they were some of the royal swans that had swum down the river. They had come from Chiswick House, a former residence of English kings, located up the river from Aunt Mary's.
9. Kate told us that she and Aunt Mary took care of the swans and their babies during the winter. She said that they often ate right out of their hands and asked me if I'd like to feed them. "I can hardly wait," I told Kate. But first I wanted to take a picture of Kate and Aunt Mary with their swans.

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### **Circle the correct response to the questions.**

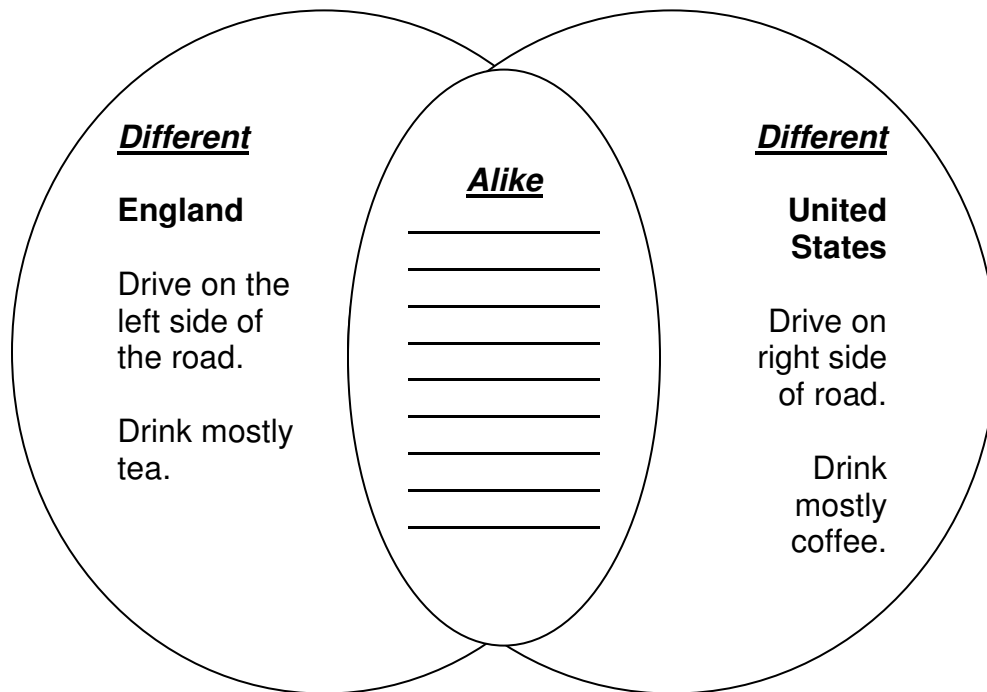
1. **Emma's MAIN problem in the story is**
  - a) speaking a foreign language.
  - b) conquering her fear of animals.
  - c) learning new customs.
  - d) explaining American words to her aunt.
2. **Emma's MAIN problem during her second day was**
  - a) keeping Humphrey from running away.
  - b) getting home before the river rose.
  - c) learning to like the taste of tea.
  - d) finding someone her own age to talk to.
3. **The taxi ride in paragraph 1 was different from the way it would have been in the U.S. in that the driver**
  - a) drove extremely fast.
  - b) drove on the left side of the road.
  - c) took them to a particular house.
  - d) charged them a lot of money.

4. **When Emma mentions a “water taxi,” she PROBABLY means a**
- a) taxi cab that stops on a bridge.
  - b) boat that operates like a taxi.
  - c) ferry that transports people in cars.
  - d) special kind of car that floats.
5. **Paragraph 5 can BEST be described as**
- a) a description.
  - b) an instruction.
  - c) a conversation.
  - d) an argument.
6. **The author included paragraph 2 to show that**
- a) Humphrey was a dog they couldn't trust.
  - b) living on a river is dangerous.
  - c) Emma had a friendly reception.
  - d) being in England is scary.
7. **You can tell from the story that**
- a) there is a lot of trash in the river.
  - b) the river is an important means of transportation.
  - c) Aunt Mary wants to move away from the river.
  - d) living on the river was expensive for Kate.
8. **With which statement would the author PROBABLY agree?**
- a) Visiting with family members can strain relationships.
  - b) Reading about a country is just as good as visiting one.
  - c) Adults are better travelers than children.
  - d) Visiting a foreign country can be fun and educational.
9. **If the author added another sentence to paragraph 1, which one of these would BEST belong?**
- a) Aunt Mary promised to take me to Chiswick House tomorrow.
  - b) We made friends quickly because there wasn't much time.
  - c) I didn't relax until we reached Aunt Mary's street.
  - d) Our trip home was much more enjoyable.

10. Fill in the blank spaces in the chart with Emma's activities in a foreign country.

1	2	3	4
Emma rode a taxi to Aunt Mary's House.		Emma met Kate who lives on the river.	

11. Complete the Venn diagram below with ways in which England and the United States are alike.



12. What does this story tell you about visiting a foreign country? Use details from the story to explain your answer.

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### Reading Section 3

**Circle the word that makes the best sense in the blank.**

The honeybee is a very useful insect that makes a 1 for people. The honey it makes is used in cooking and as a spread on bread or pancakes. Since honey is always in demand, keeping bees is a good business. That's why people have been 2 honeybees for at least four thousand years.

You may wonder just how a bee makes honey. First, it 3 up nectar from a flower with its long tongue. The bee then stores this nectar in its honey stomach. Here the honey changes from the cane sugar of the flower to fruit sugar. Back in its nest, the bee places the fruit sugar into a 4 to ripen and thicken.

The honeybee also makes wax whenever it needs some for building or repairing its honeycomb. The wax comes out through 5 in the bee's body, forming tiny white flakes. Usually, eight flakes come out at a time. The bee picks these flakes off its body with its legs and moves them up to its 6. It then chews the wax to make it soft.

Each bee living in the honeycomb has a special job. The queen honeybee has the task of laying the eggs that hatch into thousands of worker bees. The workers, who are females, collect and 7 honey, keep the nest clean, nurse other bees, and guard the honeycomb. Drones, or male honeybees, do no work except to 8 with a young queen.

Honeybees live 9 in colonies. They amaze people because they get along so well together. Each member of the colony works for the good of all. Many people feel that by observing bees, humans could learn how to perform better as individuals and understand how to live more 10 in a group.

1. a) web  
b) food  
c) paint  
d) paper
2. a) raising  
b) fighting  
c) plowing  
d) killing
3. a) divides  
b) cuts  
c) coughs  
d) sucks
4. a) bowl  
b) honeycomb  
c) barrel  
d) jar
5. a) candles  
b) eyes  
c) holes  
d) fingers
6. a) jaws  
b) ears  
c) stinger  
d) wings
7. a) smell  
b) count  
c) fry  
d) store
8. a) study  
b) mate  
c) grumble  
d) quarrel
9. a) successfully  
b) poorly  
c) sorrowfully  
d) wastefully
10. a) lazily  
b) desperately  
c) happily  
d) angrily

Most spiders won't hurt you. Just stay away from shiny, black spiders with red or yellow spots. They are the black widows. If a black widow spider 11 you, you could become very sick. You could even die! It's lucky that black widows stay away from 12 instead of chasing them.

The black widow is a lady spider much 13 than her husband. Her husband is not even half as large. He tries very 14 to please her. If he doesn't, she might eat him up! This is why she is called the black "widow." (A widow is a woman whose husband had died.)

Black widow spiders live all over the United States. Most are found in the South. They like warm 15. They also live in warm places around the world. The black widows hide in dark spots during the day. They stay in barns under piles of wood or rocks, and in underground tunnels that were once 16 by other animals. They work hard spinning their silky webs.

The black widow spider spins a silky sheet and lays her tiny eggs on it. She then covers the eggs with more 17. This forms a ball the size of a pea. The black widow places the ball of eggs in the center of the web. The eggs hatch in less than six weeks. Hundreds of baby spiders 18 over the web.

If you bother her web, the black widow rushes over and bites you. At first the bite feels as if you have been stuck by a pin. Before long, though, the pain gets very bad. You may become faint and unable to move, and have trouble 19. If you get 20 quickly and drink lots of water, you will probably get better. Otherwise, you may die.

11. a) races  
b) shakes  
c) eats  
d) bites
12. a) hobbies  
b) people  
c) parties  
d) drafts
13. a) neater  
b) smaller  
c) bigger  
d) happier
14. a) firmly  
b) tightly  
c) fiercely  
d) hard
15. a) weather  
b) friends  
c) ankles  
d) water
16. a) closed  
b) cleaned  
c) used  
d) painted
17. a) wool  
b) silk  
c) pride  
d) sand
18. a) vanish  
b) pose  
c) scatter  
d) balance
19. a) walking  
b) breathing  
c) studying  
d) jumping
20. a) chores  
b) shelter  
c) teeth  
d) medicines

An icehouse was a building used for storing ice years ago, before there were any 21. The first icehouses were in the cellars of farmhouses. Pieces of ice, mixed with snow and meadow grass, were piled and kept until the following summer. Soon farmers began to build separate houses for storing ice. These icehouses had double walls with hay stuffed between to keep out any warmth. Blocks of ice were put inside the icehouse and 22 with straw or sawdust.

Where did the ice for these icehouses come from? Workers chopped a large hole in the ice of a 23 pond or river. They sawed the ice into even blocks. Then they pulled the ice blocks from the water with hooks and carried them to the icehouses on 24.

Special tools helped the workers cut and handle the ice. Ice 25 chopped large holes in the ice. Ice saws cut the ice into even blocks. Choppers loosened these blocks from one another. Ice hooks fastened themselves into the large blocks so they could be pushed or 26 over the frozen surface of the pond or river. Tongs were used to pick up the smaller blocks of ice.

Ocean vessels carried ice all over the world. In 1799, the 27 shipment of ice in the United States was sent from New York City to icehouses in New Orleans, Louisiana. A shipload was sent from Boston, Massachusetts, to the West Indies to help 28 yellow fever in 1805. Ice merchants in Boston also shipped tons of ice from ponds and rivers to cities in Europe.

As time went on, there were more and more 29 in getting ice for the icehouses. In warmer winters, the supply of natural ice was not always large enough to 30 through the summer. No wonder the refrigerator became such a welcome invention!

21. a) snowstorms  
b) refrigerators  
c) orchestras  
d) candles
22. a) baked  
b) grumbled  
c) milked  
d) packed
23. a) boiling  
b) frozen  
c) rippling  
d) heated
24. a) airplanes  
b) pinwheels  
c) sleds  
d) feathers
25. a) screwdrivers  
b) pockets  
c) brooms  
d) axes
26. a) pulled  
b) timed  
c) buried  
d) collapsed
27. a) lonely  
b) first  
c) air  
d) humid
28. a) save  
b) rest  
c) fight  
d) paint
29. a) problems  
b) faces  
c) bottles  
d) letters
30. a) lecture  
b) grieve  
c) notify  
d) last

Would you like a boat of your own? Just find a log that floats. It makes a good boat. The earliest people used 31 for boats. Sometimes they 32 several logs together and pushed them through the water with a long stick or pole. Later they carved logs into boats called dugouts. The dugout was first called a "bat." The work "boat" probably comes from this word.

The early boats were used only for work, but today many boats are used just for pleasure. Boat 33 are very popular. Boats are also used for fishing, water skiing, and sunbathing. There are more than 8 ½ million pleasure boats in the United States – more than any other 34 has.

People around the world have made many different kinds of boats. Some are moved by paddles. Others are moved by oars. Boats with sails 35 by the wind. Other boats have 36 which send them speeding over the water. The smallest boats are only ten feet long, but the largest are over 100 feet.

What materials are used for building boats? Just as wood was used to make the first boats, it is still used to make many of the boats of today. Often builders use plywood, which is light in weight and can be curved. Other builders use aluminum, a very 37 metal. A small aluminum boat can easily be carried on the roof of a car. A material called fiberglass can be formed into almost any shape. It is 38 for building boats.

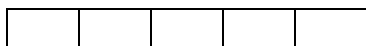
Perhaps you will want to build your own rowboat or sailboat, as many people do. Some people 39 their own boats. Others buy kits and put all the parts of the boat together. It is a good way to 40 your spare time during the winter months. Good luck!

- 31. a) trout  
b) logs  
c) sieves  
d) swans
- 32. a) burned  
b) summoned  
c) juggled  
d) tied
- 33. a) prices  
b) repairs  
c) races  
d) reservations
- 34. a) country  
b) rancher  
c) county  
d) school
- 35. a) lunge  
b) move  
c) wheeze  
d) enlarge
- 36. a) captains  
b) escalators  
c) motors  
d) prices
- 37. a) fragrant  
b) clumsy  
c) jolly  
d) light
- 38. a) dreadful  
b) excellent  
c) rosy  
d) unknown
- 39. a) design  
b) trust  
c) sink  
d) describe
- 40. a) ruin  
b) process  
c) spend  
d) waste

# Grade 5

## Summer Math Section

1. Shade in  $\frac{1}{2}$  of this shape.



2. Bananas cost 59¢ a pound. Raul paid \$1.25 for bananas. About how many pounds did Raul buy?

- a. A little more than 3 lbs.
- b. A little less than 3 lbs.
- c. A little more than 2 lbs.
- d. A little less than 2 lbs.

3. Tameka eats lunch  $\frac{1}{4}$  of the days she goes to school. Which is another way to describe this?

- a. Tameka eats school lunch 3 out of 20 school days.
- b. Tameka eats school lunch 4 out of 16 school days.
- c. Tameka eats school lunch 2 out of 12 school days.
- d. Tameka eats school lunch 5 out of 10 school days.

4. Karetha bought between  $8\frac{1}{4}$  and  $12\frac{1}{2}$  pounds of meat for the barbecue. Which could be the amount she bought?

- a.  $6\frac{1}{2}$  lbs.
- b.  $8\frac{1}{2}$  lbs
- c.  $13\frac{3}{4}$  lbs.
- d.  $7\frac{3}{4}$  lbs.

5. Thomas needs to add 413 and 486. Which of the following would be BEST for Thomas to use to ESTIMATE this sum?

- a.  $300 + 500$
- b.  $300 + 400$
- c.  $400 + 400$
- d.  $400 + 500$

6. Kelly bought a CD player for \$69.87 and gave the clerk \$100. Which of the following would be BEST for Kelly to use to ESTIMATE her change?

- a.  $\$70 - \$100$
- b.  $\$60 - \$100$
- c.  $\$100 - \$70$
- d.  $\$100 - \$60$

7. Drew spent \$19.98 on a book. He then spent another \$38.63. Which of the following would be BEST for Drew to use to ESTIMATE the total amount of money he spent?

- a.  $\$10 + \$40$
- b.  $\$10 + \$30$
- c.  $\$20 + \$30$
- d.  $\$20 + \$40$

8. Lauren wants to find the product of 59 and 906. Show below the numbers you would use to ESTIMATE this product. Then explain why you chose these numbers. Solve the problem.

9. There are 96 students going on a field trip to the Bronx Zoo. If there are 12 chaperones, which number sentence would you use to determine how many students would be in each group?

- a.  $96 + 12 =$
- b.  $96 \times 12 =$
- c.  $96 - 12 =$
- d.  $96 \div 12 =$

10. Mr. Hood wanted to purchase ice cream bars for his 5 reading classes. He has a total of 112 students. If each box contains 24 ice cream bars, which number sentence would you use to determine how many boxes Mr. Hood should purchase?

- a.  $112 + 24 =$
- b.  $112 - 24 =$
- c.  $112 \times 24 =$
- d.  $112 \div 24 =$

11. Jenny is selling muffins at a stand. She sells the muffins in packs of 2 and 4. This chart shows how she planned to sell each of them:

Muffins	Cost
2 – pack	\$1.50
4 - pack	\$2.50

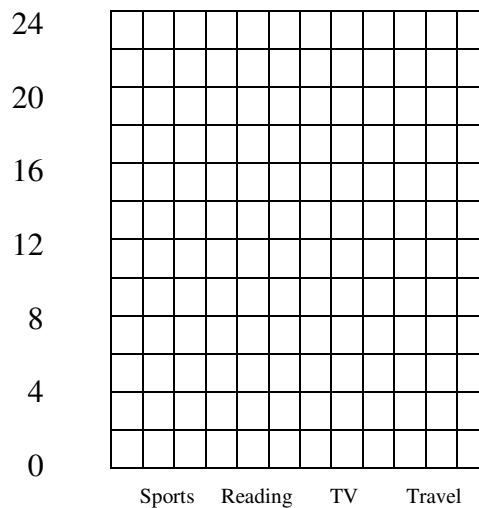
Jenny sorted 60 muffins into the two types of packs. When she was done, she found that she had the same number of 2–packs as 4–packs. Use the space below to show the number and types of muffin packs Jenny sold at the stand.

Show how you got your answer.

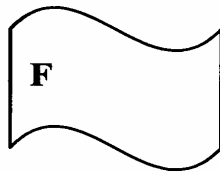
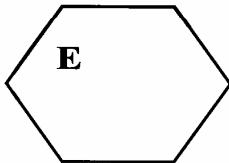
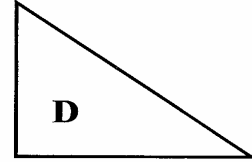
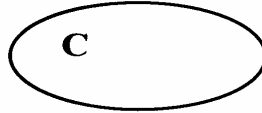
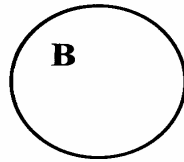
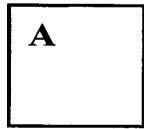
12. The table shows things students did over a weekend.

Activity	Number of Students
Sports	15
Reading	13
T.V.	5
Travel	4

Complete the BAR graph to show the same information.



13. Sort all 6 of these figures into 2 groups so that the figures in each group have something in common. Write the letter of each figure under one of the groups below. Then write a sentence that explains why you grouped them this way.



Group 1	Group 2

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14. Ricky bought soccer shorts for \$28 and cleats for \$33.98. ABOUT how much did he spend on the two items all together?

- a. a little less than \$60
- b. a little more than \$60
- c. a little less than \$50
- d. a little more than \$50

15. Anna has three kinds of plants. She wants to make a garden with the plants. The garden can hold exactly 10 plants and will need all three types of plant. The garden can cost no more than \$25. Design and show one way Anna could make her garden.

These are the plants she has:



**Flowers**  
**\$2.00**



**Small bush**  
**\$4.00**

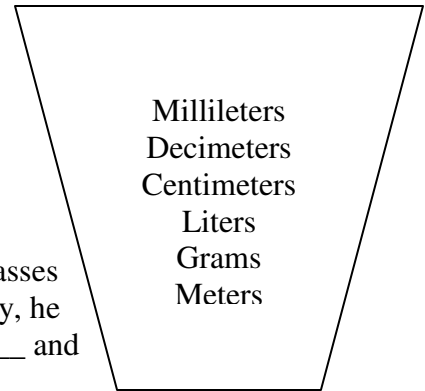


**Small tree**  
**\$5.00**

Show the design, the total cost and show how you got your answer in the space below.

16. Complete the story with units from the trapezoid.  
The measurement must make sense.

Mac entered his bedroom, a room with a perimeter of about 12 \_\_\_\_\_. He said good night to his goldfish, Jack and Sue, who seemed quite happy in their tank that holds 20 \_\_\_\_\_ of water. Then he sat on his bed that is 21 \_\_\_\_\_ long to take off his slippers. He put his glasses on the night table that is about 52 \_\_\_\_\_ high. Finally, he took off his watch that has a mass of about 100 \_\_\_\_\_ and turned out the light.



Explain how you decided which unit to use for the first blank space.

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17. Use the clues to figure at which station each person worked.

STATION	STARTED	FINISHED
Math	9:31 a.m.	2:14 p.m.
Reading	7:18 a.m.	1:47 p.m.
Writing	11:20 a.m.	6:00 p.m.
Computers	11:54 a.m.	4:51 p.m.
Science	1:47 p.m.	6:32 p.m.
Music	10:05 a.m.	2:29 p.m.

Clues:

Mia finished 4 hours and 13 minutes before Carl.

Petra worked for  $4\frac{3}{4}$  hours.

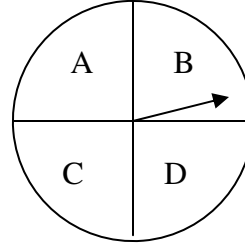
Samuel worked 19 minutes longer than Will.

Olive began working just before noon.

- a. Mia \_\_\_\_\_
- b. Carl \_\_\_\_\_
- c. Petra \_\_\_\_\_
- d. Samuel \_\_\_\_\_
- e. Will \_\_\_\_\_
- f. Olive \_\_\_\_\_

18. If a spinner is divided into 4 equal sections, A, B, C, and D, what is the probability of spinning a letter B?

- a. 2 out of 4
- b. 1 out of 4
- c. 3 out of 4
- d. 1 out of 3



19. A spinner is divided into 3 sections. One half of the spinner is blue, one fourth of the spinner is red, and one fourth of the spinner is green. If you play a game in which one player scores a point for spinning blue, another player scores a point of spinning red, and the third player scores a point for spinning green, is this a fair game? Explain your answer.

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20. Draw a hexagon in the space below. Explain why it is a hexagon.

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