



Get Reading!

Teacher Guide Sampler

Includes Teacher Suggestions, Activities, and Quizzes for selected Readers

Contact your Language Specialist for additional information:
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TEACHER NOTES

Overview: This science reader introduces students to different kinds of scientists: life, earth, space, etc. Scientists study different things and work in different places, but they all have something in common. All scientists ask questions and look for answers.

BEFORE READING

Level A: Have students look at pages 2-4 and talk about words they know based on the pictures and text. Then, introduce the reader: *This book is about scientists. There are many kinds of scientists. They study technology, plants, animals, and many other things. Scientists have different jobs. But scientists are the same, too. All scientists ask questions and look for answers. Read to meet some scientists at work.*

Levels B and C: Have students look at pages 2-3 and ask them to predict what the book will be about. Then, introduce the reader: *This book is about scientists. They study various subjects and have different jobs, but they all share something in common. All scientists ask questions and look for answers. Read to meet some scientists at work.*

Point out the *Know It All* and *Extra!* information boxes throughout the text. Tell students that this is additional information to read after they finish the page of the story.

VOCABULARY

Briefly introduce each vocabulary term by using it in a sentence. Have students talk about the terms and use background knowledge to create new sentences. If necessary, use gestures or images to help students remember the terms.

DURING READING

Remind students to look for bolded vocabulary terms as they read. Also remind them to preview pictures and reread a page to improve comprehension.

Levels B and C: Have students write down any unknown words to clarify with a teacher or peer after reading.

LEVEL A Vocabulary

technology	lab
plant	space
animal	machine
Earth	volcano
ocean	cave

LEVEL B Vocabulary

technology	gather
observe	explore
investigate	chemistry
lab	marine biologist
space	protect
medicine	training

LEVEL C Vocabulary

specific	signal
observe	equipment
investigate	chemistry
gather	break down
lab	marine biologist
space	protect
biologist	orbit
treat	gravity

AFTER READING

Have students complete the reading comprehension questions on the Activity Sheet. Give time to discuss the book in pairs or small groups.

Level A: Help students to summarize the story in simple, complete sentences. For example: *Scientists work in labs. They study different things. Scientists ask questions.*

Reinforce vocabulary through questions. For example:

- Did the **volcano** erupt?
- Does a scientist work in a **lab**?

Levels B and C: Encourage students to use complete sentences with additional information from the text when answering questions from the Activity Sheet.

Level C: Encourage students to go back to the text and cite specifics when answering questions from the Activity Sheet. For example: *On page 22 it says that scientists ask questions and look for answers.*

ANSWER KEY ACTIVITY SHEET: Anyone Can Be a Scientist

Level A	Level B	Level C
1. a	1. Sample: A life scientist studies living things. Some study plants and others study animals.	1. Sample: A life scientist studies living things, like plants and animals.
2. a	2. Sample: Earth scientists study things like caves and volcanoes.	2. Sample: Some earth scientists study caves. They can learn a lot from studying the rocks they find.
3. c	3. Sample: Some scientists study to learn about the ocean floor. Others study how ocean waters move and change.	3. Sample: Some scientists study the ocean and the plastic problem. They are developing new plastics made from plants that easily break down.
4. b	4. Sample: Scientists ask questions and look for answers.	4. Sample: Scientists ask questions and look for answers.
Vocabulary: 1. c; 2. b; 3. d; 4. a	5. Answers will vary.	5. Answers will vary.
	Sample: lab : The scientist is working in his lab .	Sample: biologist : She is a biologist who studies cancer.

ANSWER KEY QUIZ: Anyone Can Be a Scientist

Level A	Level B	Level C
1. c	1. a	1. a
2. d	2. b	2. b
3. a	3. c	3. c
4. b	4. b	4. b
5. c	5. Sample: Studying a volcano up close would be exciting and dangerous!	5. Sample: Exploring deep inside a cave would be exciting and dangerous!
	6. Sample: Some scientists use technology to build robots.	6. Sample: Some scientists are building new flying machines powered by the sun.
	7. Sample: Scientists ask questions and look for answers.	7. Sample: Scientists ask questions and look for answers.

ACTIVITY SHEET Anyone Can Be a Scientist!

LEVEL A

Read. Choose the correct answer.

1. There are many kinds of scientists.
 - a. true
 - b. false

2. Scientists ask lots of questions.
 - a. true
 - b. false

3. A life scientist studies _____.
 - a. volcanoes
 - b. space
 - c. living things
 - d. caves

4. Scientists discuss _____.
 - a. sports
 - b. ideas
 - c. music
 - d. food

Vocabulary Review: Complete the sentence with the correct vocabulary word. Write the letter in the blank.

- a. labs
- b. volcano
- c. ocean
- d. animals

1. Scientists study fish in the _____.
2. A _____ erupts lava.
3. A life scientist studies _____ and plants.
4. Scientists work in _____.

ACTIVITY SHEET **Anyone Can Be a Scientist!**

LEVELS B AND C

Answer the questions.

1. What does a life scientist study?

2. What does an earth scientist study?

3. Why do some scientists study the ocean?

4. What do all scientists have in common?

5. What kind of scientist would you like to be?

Vocabulary Review: Choose five **bolded** vocabulary words from the story. For each word, write a new sentence to show the meaning.

Vocabulary Word	Sentence
1.	
2.	
3.	
4.	
5.	

QUIZ Anyone Can Be a Scientist

Score

_____/25

LEVEL A

Read. Choose the correct answer. (5 points per question)

1. Life scientists study _____.
 - a. machines
 - b. technology
 - c. living things
 - d. robots

2. Earth scientists study caves and _____.
 - a. space
 - b. plants
 - c. animals
 - d. volcanoes

3. Scientists use technology to build _____.
 - a. machines
 - b. animals
 - c. houses
 - d. caves

4. Scientists gather _____.
 - a. medicine
 - b. information
 - c. robots
 - d. machines

5. Scientists ask questions and look for _____.
 - a. problems
 - b. trouble
 - c. answers
 - d. friends

QUIZ Anyone Can Be a Scientist!

Score

_____/25

LEVELS B AND C

Read. Choose the correct answer.

1. There are many kinds of scientists. (2 points)
 - a. true
 - b. false
2. Scientists always work in labs. (2 points)
 - a. true
 - b. false
3. Robots are _____ controlled by computers. (3 points)
 - a. animals
 - b. labs
 - c. machines
 - d. medicine
4. Some earth scientists study _____. (3 points)
 - a. animals
 - b. caves
 - c. space
 - d. technology

Answer the questions in complete sentences.

5. What do you find interesting about some scientists' work? (5 points)

6. How do some scientists use technology? (5 points)

7. What do all scientists have in common? (5 points)

New School: Day 1

TEACHER NOTES

Overview: This language arts reader depicts how a recent immigrant might feel about the first day at a new school. The fictional text is about Rita, a teenage girl from Mexico, now living in Texas. Rita is nervous about her first day at a new school but perseveres and makes a friend.

BEFORE READING

Level A: Have students look at pages 2-7 and talk about words they know based on the pictures and text. Then, introduce the story: *This book is about Rita. She is from Mexico. She lives in Texas now. Rita has a problem. She is going to a new school. Rita is nervous. Read to see how her first day of school turns out.*

Levels B and C: Have students look at page 2 and ask them to predict what the book will be about. Then, introduce the story: *This book is about a teenage girl named Rita. She is from Mexico but lives in Texas now. Rita is nervous about her first day at a new school. Her mother reminds her that she is strong. Read to see how her first day of school turns out.*

Point out the *Know It All* information boxes in the story. Tell students that this is additional information to read after they finish the page of the story.

VOCABULARY

Briefly introduce each vocabulary term by using it in a sentence. Have students talk about the terms and use background knowledge to create new sentences. If necessary, use gestures or images to help students remember the terms.

DURING READING

Remind students to look for bolded vocabulary terms as they read. Also remind them to preview pictures and reread a page to improve comprehension.

Levels B and C: Have students write down any unknown words to clarify with a teacher or peer after reading.

AFTER READING

Have students complete the reading comprehension questions on the Activity Sheet. Give time to discuss the book in pairs or small groups.

LEVEL A Vocabulary

nervous
mother
strong
map

bag
desk
lunchtime
cafeteria

LEVEL B Vocabulary

neighborhood
nervous
take a deep breath
map
rush
go straight

be late
take a seat
important
homework
practice

LEVEL C Vocabulary

immigrate
suburb
overwhelmed
take a deep breath
anxious
rush
confidently
hesitate
club

sharp
panic
have (something)
in common
take attendance
embarrassed
slippery
give up

Level A: Help students to summarize the story in simple, complete sentences. For example: *Rita is from Mexico. She lives in Texas now. Rita is nervous about the first day of school.*

Reinforce vocabulary through questions. For example:

- *Why is Rita **nervous**?*
- *Who reminds Rita that she is **strong**?*

Levels B and C: Encourage students to use complete sentences with additional information from the text when answering questions from the Activity Sheet. For example: *It is Rita's first day of school and she is nervous. She does not know anyone.*

Have students share a way to relax and feel less nervous found in the *Know It All* boxes.

Level C: Encourage students to go back to the text and cite specifics when answering questions from the Activity Sheet. For example: *On page 12 it says you can forget about being nervous or scared by thinking of something funny.*

ANSWER KEY ACTIVITY SHEET: New School: Day 1

Level A	Level B	Level C
1. d	1. Sample: Rita lives near Dallas, Texas.	1. Sample: Rita lives in a quiet suburb near Dallas, Texas.
2. a	2. Sample: Rita is nervous because it is her first day at a new school.	2. Sample: Rita is nervous about the first day of school because she does not know anyone.
3. a	3. Sample: Rita's mother tells her that she is strong.	3. Sample: Rita's mother tells her that she is strong.
4. a	4. Sample: Rita meets a girl named Amira.	4. Sample: Rita meets a girl named Amira who is also a new student.
Vocabulary: 1. d; 2. c; 3. b; 4. a	5. Sample: You can feel less nervous or scared by thinking of something funny.	5. Sample: Thinking of something happy or funny can make you forget about being nervous or scared.
	Sample: nervous: Rita is nervous because it is the first day of school.	Sample: suburb: Rita lives in a quiet suburb near Dallas, Texas.

ANSWER KEY QUIZ: New School: Day 1

Level A	Level B	Level C
1. d	1. a	1. a
2. b	2. a	2. a
3. c	3. c	3. c
4. c	4. b	4. b
5. a	5. Sample: She meets a girl with a map.	5. Sample: Rita meets a girl with a map and they find the cafeteria together.
	6. Sample: Rita feels happy at the end of the school day.	6. Sample: Rita feels happy because she made a new friend.
	7. Sample: A great way to relax and feel less nervous is to think of something happy or funny.	7. Sample: On page 12 it says you can forget about being nervous or scared by thinking of something happy or funny.

ACTIVITY SHEET New School: Day 1

LEVEL A

Read. Choose the correct answer.

1. Rita lives in _____.
 - a. Mexico
 - b. California
 - c. Arizona
 - d. Texas

2. What is the problem in the book?
 - a. Rita is nervous about her new school.
 - b. Rita misses her best friend.
 - c. Rita does not like to play basketball.
 - d. Rita left her map at home.

3. Rita's mother tells her that she is strong.
 - a. true
 - b. false

4. Rita finds a new friend.
 - a. true
 - b. false

Vocabulary Review: Complete each sentence with the correct vocabulary word. Write the letter in the blank.

- a. cafeteria
- b. desk
- c. mother
- d. bag

1. Rita carries a _____ on her shoulder.
2. Rita's _____ tells her she can do it.
3. Rita sits down at the _____.
4. The students have lunch in the _____.

ACTIVITY SHEET New School: Day 1

LEVELS B AND C

Answer the questions in a complete sentence.

1. Where does Rita live?

2. Why is Rita nervous?

3. How does Rita's mother help her feel better?

4. Who does Rita meet at lunchtime?

5. What can you do to forget about being nervous or scared?

Vocabulary Review: Choose five **bolded** vocabulary words from the story. For each word, write a new sentence to show the meaning.

Vocabulary Word	Sentence
1.	
2.	
3.	
4.	
5.	

QUIZ New School: Day 1

Score

_____/25

LEVEL A

Read. Choose the correct answer. (5 points per question)

1. Where does Rita live?
 - a. Arizona
 - b. California
 - c. New Mexico
 - d. Texas

2. Why is Rita nervous?
 - a. She misses her best friend.
 - b. It is her first day at her new school.
 - c. She can't find the music room.
 - d. The basketball coach looks mean.

3. Rita's mother tells her that she is _____.
 - a. smart
 - b. funny
 - c. strong
 - d. silly

4. Who does Rita meet at lunchtime?
 - a. her mother
 - b. a teacher
 - c. a new friend
 - d. the basketball coach

5. At the end of the day, Rita feels _____.
 - a. happy
 - b. sad
 - c. nervous
 - d. mad

QUIZ New School: Day 1

Score

_____/25

LEVELS B AND C

Read. Choose the correct answer.

1. Rita is from Mexico but now lives in Texas. (2 points)
 - a. true
 - b. false

2. Why is Rita nervous on the first day of school? (3 points)
 - a. She doesn't know anyone.
 - b. She misses her mother.
 - c. She can't find the music room.
 - d. She is late to basketball practice.

3. Rita's mother tells her that she is _____. (3 points)
 - a. smart
 - b. funny
 - c. strong
 - d. silly

4. Rita often says, "I can't do it!" (2 points)
 - a. true
 - b. false

Answer the questions in a complete sentence.

5. How does Rita find the cafeteria after she loses her map? (5 points)

6. How does Rita feel at the end of the school day? (5 points)

7. What is a great way to relax and feel less nervous? (5 points)

TEACHER NOTES

Overview: This social studies reader describes our world in terms of diverse geography, people, communities, and culture. The nonfiction text depicts various locations, both urban and rural, and demonstrates that environment affects how people live.

BEFORE READING

Level A: Have students look at pages 2–6 and talk about words they know based on the pictures and text. Then, introduce the reader: *This book is about our world. Our world has many places. It has different environments. It has different people. Some people live in the city. Others live in the country. They live in different ways. Read to meet some interesting people and the places where they live.*

Levels B and C: Have students look at pages 2–3 and ask them to predict what the book will be about. Then, introduce the reader: *This book is about our world. It is a big and beautiful place with diverse people, places, and ways of living. Read to meet some interesting people and the places they live.*

Point out the *Know It All* and *Extra!* information boxes throughout the story. Tell students that this is additional information to read after they finish the page of the story.

VOCABULARY

Briefly introduce each vocabulary term by using it in a sentence. Have students talk about the terms and use background knowledge to create new sentences. If necessary, use gestures or images to help students remember the terms.

DURING READING

Remind students to look for bolded vocabulary terms as they read. Also remind them to preview pictures and reread a page to improve comprehension.

Levels B and C: Have students write down any unknown words to clarify with a teacher or peer after reading.

AFTER READING

Have students complete the reading comprehension questions on the Activity Sheet. Give time to discuss the book in pairs or small groups.

LEVEL A Vocabulary

world
environments
country
city

continent
cultural event
village
farm

LEVEL B Vocabulary

diverse
divide
continent
environment
ethnic group
contrast
create

community
climate
celebration
integrate
cultural event
locally

LEVEL C Vocabulary

diverse
continent
geographic
feature
ethnic group
community
civilization
found

occupy
architecture
climate
integrate
tradition
urban
rural

Level A: Help students to summarize the story in simple, complete sentences. For example: *Our world has many places. It has different people. They live in different ways.*

Reinforce vocabulary through questions. For example:

- *Is Damascus a **city**?*
- *Does she live in a small **village**?*

Levels B and C: Encourage students to use complete sentences with additional information from the text when answering questions from the Activity Sheet. For example: *Damascus is one of the oldest cities in the world. People started living there about 8,000 years ago.*

Have students share one new fact they learned about other cultures using the *Know It All* box.

Level C: Encourage students to go back to the text and cite specifics when answering questions from the Activity Sheet. For example: *On page 6 it says that the ancient Romans occupied Damascus.*

ANSWER KEY ACTIVITY SHEET: Our World

Level A	Level B	Level C
1. c	1. Sample: Our world has many different places and people.	1. Sample: Our world has diverse groups of people living in different geographical environments.
2. a	2. Sample: Damascus is an old city. People started living there 8,000 years ago.	2. Sample: Damascus is one of the oldest cities in the world. People started living there 8,000 years ago.
3. c	3. Sample: Carnival is a cultural event in Brazil. It is a big party with special music, dancing, and food.	3. Sample: Carnival is a cultural event in Brazil. It is a big party with music, costumes, dancing, and food.
4. a	4. Answers will vary.	4. Answers will vary.
Vocabulary: 1. d; 2. c; 3. b; 4. a	5. Answers will vary.	5. Answers will vary.
	Sample: celebration: Carnival is a special celebration with music and dancing.	Sample: diverse: There are many diverse groups of people living in our world.

ANSWER KEY QUIZ: Our World

Level A	Level B	Level C
1. c	1. b	1. b
2. a	2. c	2. c
3. c	3. a	3. a
4. b	4. d	4. d
5. d	5. Sample: Carnival is a big party with special music, dancing, and food.	5. Sample: Carnival is a big party with special, music, costumes, dancing, and food.
	6. Sample: A city is a busy, noisy place with cars and tall buildings.	6. Sample: A city is a busy, noisy place with cars and tall buildings.
	7. Answers will vary.	7. Answers will vary.

ACTIVITY SHEET Our World

LEVEL A

Read. Choose the correct answer.

1. An environment is a _____.
 - a. animal
 - b. continent
 - c. place
 - d. culture

2. Our world has many environments.
 - a. true
 - b. false

3. Carnival is a cultural event in _____.
 - a. Egypt
 - b. Syria
 - c. Brazil
 - d. Vietnam

4. People live in different ways.
 - a. true
 - b. false

Vocabulary Review: Complete the sentence with the correct vocabulary word. Write the letter in the blank.

- a. environments
- b. continent
- c. village
- d. city

1. Damascus is a very old _____.
2. She lives in a small _____.
3. Africa is a big _____.
4. Deserts and mountains are different _____.

ACTIVITY SHEET Our World

LEVELS B AND C

Answer the questions.

1. How is our world diverse?

2. What is interesting about Damascus, Syria?

3. What is Carnival?

4. Would you rather live in a village or a city?

5. Describe the environment where you live.

Vocabulary Review: Choose five **bolded** vocabulary words from the text. For each word, write a new sentence to show the meaning.

Vocabulary Word	Sentence
1.	
2.	
3.	
4.	
5.	

QUIZ Our World**Score**

_____/25

LEVEL A

Read. Choose the correct answer. (5 points per question)

1. Different people have different _____.
 - a. villages
 - b. worlds
 - c. cultures
 - d. continents

2. Damascus is a very old _____.
 - a. city
 - b. country
 - c. continent
 - d. village

3. Carnival is a cultural _____ in Brazil.
 - a. city
 - b. history
 - c. event
 - d. environment

4. The desert is a hot and dry _____.
 - a. country
 - b. environment
 - c. event
 - d. continent

5. An old city has a long _____.
 - a. country
 - b. event
 - c. environment
 - d. history

QUIZ Our World**Score**

_____/25

LEVELS B AND C

Read. Choose the correct answer.

1. Our world is not very diverse. (2 points)
 - a. true
 - b. false

2. What is interesting about Damascus, Syria? (3 points)
 - a. It is a new city.
 - b. It is high in the mountains.
 - c. It has a long history.
 - d. It has a big parade.

3. Africa is a large and diverse continent. (3 points)
 - a. true
 - b. false

4. Which is NOT an environment? (2 points)
 - a. ocean
 - b. desert
 - c. forest
 - d. rain

Answer the questions in a complete sentence.

5. Describe an important cultural event in Brazil. (5 points)

6. What is it like to live in a city? (5 points)

7. Would you rather live in a city or a small village? (5 points)

TEACHER NOTES

Overview: This math reader helps students to apply concepts of basic arithmetic: addition, subtraction, multiplication, and division. The fictional text is about Adel, a struggling math student, and his friend Monica, a confident math student. Monica builds Adel's confidence by using arithmetic to solve everyday problems.

BEFORE READING

Level A: Have students look at pages 2–6 and talk about words they know based on the pictures and text. Then, introduce the reader: *This book is about Adel and Monica. Adel likes school. He does not like arithmetic. He is worried about his new math class. Monica really likes math. Read to see how Monica helps Adel.*

Levels B and C: Have students look at page 2 and ask them to predict what the book will be about. Then, introduce the reader: *This book is about Adel, a struggling math student, and his friend Monica, who really likes math. Adel likes school, but he does not like arithmetic. He is worried that he is not ready for his new math class. Read to see how Monica helps Adel to see that he can do math.*

Level C: Point out the *Know It All* and *Extra!* information boxes in the story. Tell students that this is additional information to read after they finish the page of the story.

VOCABULARY

Briefly introduce each vocabulary term by using it in a sentence. Have students talk about the terms and use background knowledge to create new sentences. If necessary, use gestures or images to help students remember the terms.

DURING READING

Remind students to look for bolded vocabulary terms as they read. Also remind them to preview pictures and reread a page to improve comprehension.

Levels B and C: Have students write down any unknown words to clarify with a teacher or peer after reading.

LEVEL A Vocabulary

arithmetic	times
add / addition	subtract / subtraction
plus	divide
equals	minus
multiply /	divide / division
multiplication	divided by

LEVEL B Vocabulary

arithmetic	billion
million	subtract /
ton	subtraction
add / addition	difference
plus	minus
equals	divide / division
multiply /	equally
multiplication	divided by
times	third

LEVEL C Vocabulary

arithmetic	velocity
concept	ton
quantity	estimate
ratio	equally
measurement	third
algebra	relationship
equation	percentage
angle	

AFTER READING

Have students complete the reading comprehension questions on the Activity Sheet. Give time to discuss the book in pairs or small groups.

Level A: Help students to summarize the story in simple, complete sentences. For example: *Adel likes school. He does not like arithmetic. Adel is worried about his new math class.*

Reinforce vocabulary through questions. For example:

- Can Adel **divide** the numbers?
- Does Monica like **arithmetic**?

Levels B and C: Encourage students to use complete sentences with additional information from the text when answering questions from the Activity Sheet. For example: *Adel is worried about his new math class. He says he is not good at math.*

Level C: Encourage students to go back to the text and cite specifics when answering questions from the Activity Sheet. For example: *On page 8 it says that people use math when they go shopping.* Have students share one new fact they learned from the *Know It All* and *Extra!* boxes.

ANSWER KEY ACTIVITY SHEET: Ready for Math!

Level A	Level B	Level C
1. a	1. Sample: Adel is worried that he won't do well in his new math class.	1. Sample: Adel is worried about his new math class. He thinks he is bad at arithmetic.
2. d	2. Sample: Monica practices arithmetic with Adel.	2. Sample: Monica practices arithmetic with Adel and shows him he is good at math.
3. b	3. Sample: Adel is not worried anymore.	3. Sample: Adel feels that he is ready for math.
4. a	4. Answers will vary.	4. Answers will vary.
Vocabulary: 1. c; 2. f; 3. a; 4. e; 5. b; 6. d	5. Sample: People use math when they cook.	5. Sample: People use math when they cook to find ingredient ratios.
	Sample: divide : He divides the pizza into six equal slices.	Sample: equally : He divides the pizza equally into six slices.

ANSWER KEY QUIZ: Ready for Math!

Level A	Level B	Level C
1. c	1. d	1. d
2. a	2. b	2. b
3. a	3. b	3. b
4. c	4. a	4. a
5. c	5. $6 \div 2 = 3$	5. $6 \div 2 = 3$
	6. $8 + 12 = 20$	6. $8 + 12 = 20$
	7. $1 \times 5 = 5$	7. $1 \times 5 = 5$

ACTIVITY SHEET Ready for Math!

LEVEL A

Read. Choose the correct answer.

- Adel does not like _____.
 - arithmetic
 - English
 - science
 - social studies
- Adel is _____ about his new math class.
 - happy
 - excited
 - mad
 - worried
- Monica shows Adel that he is bad at math.
 - true
 - false
- Adel is ready for math.
 - true
 - false

Vocabulary Review: Match the word with the symbol. Write the letter in the blank.

- | | |
|-------------------|-------|
| 1. _____ add | a. x |
| 2. _____ minus | b. = |
| 3. _____ multiply | c. + |
| 4. _____ divide | d. \$ |
| 5. _____ equals | e. ÷ |
| 6. _____ dollars | f. - |

ACTIVITY SHEET Ready for Math!

LEVELS B AND C

Answer the questions.

1. Why is Adel worried?

2. How does Monica help Adel?

3. How does Adel feel after speaking with Monica?

4. School can be difficult. Have you ever struggled with a class in school?

5. What is one way that people use math in their daily lives?

Vocabulary Review: Choose five **bolded** vocabulary words from the story. For each word, write a new sentence to show the meaning.

Vocabulary Word	Sentence
1.	
2.	
3.	
4.	
5.	

QUIZ Ready for Math!

Score

_____/25

LEVEL A

Read. Choose the correct answer. (5 points per question)

1. How does Adel feel about his new math class?

- a. mad
- b. happy
- c. worried
- d. excited

2. Monica likes arithmetic.

- a. true
- b. false

3. Monica shows Adel that he is ready for math.

- a. true
- b. false

4. One times five equals five.

- a. $1 + 5 = 5$
- b. $1 - 5 = 5$
- c. $1 \times 5 = 5$
- d. $1 \div 5 = 5$

5. Six divided by two equals three.

- a. $6 \times 2 = 3$
- b. $6 + 2 = 3$
- c. $6 \div 2 = 3$
- d. $6 - 2 = 3$

QUIZ Ready for Math!

Score

_____/25

LEVELS B AND C

Read. Choose the correct answer.

1. How does Adel feel about his new math class? (3 points)
 - a. Adel loves math.
 - b. Adel is excited.
 - c. Adel is happy.
 - d. Adel is worried.
2. How does Monica help Adel? (3 points)
 - a. She buys him a pizza.
 - b. She practices arithmetic with him.
 - c. She helps him with his homework.
 - d. She drives him home after school.
3. Monica tells Adel that he is bad at math. (2 points)
 - a. true
 - b. false
4. After speaking with Monica, Adel feels ready for math. (2 points)
 - a. true
 - b. false

Write the equations using numbers and symbols. For example: $2 \times 4 = 8$

5. Six divided by two equals three. (5 points)

6. Eight plus twelve equals twenty. (5 points)

7. One times five equals five. (5 points)
