



# **Targeted Intervention Packets (TIPs) for SDO Davao Oriental**

**GRADE 4**

GOVERNMENT PROPERTY  
**NOT FOR SALE**

## Worksheet 1: GMRC 4

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### GAWAIN:

I. Sagutin ang mga sumusunod.

1. Sa iyong pamilya paano ka makikitungo sa:

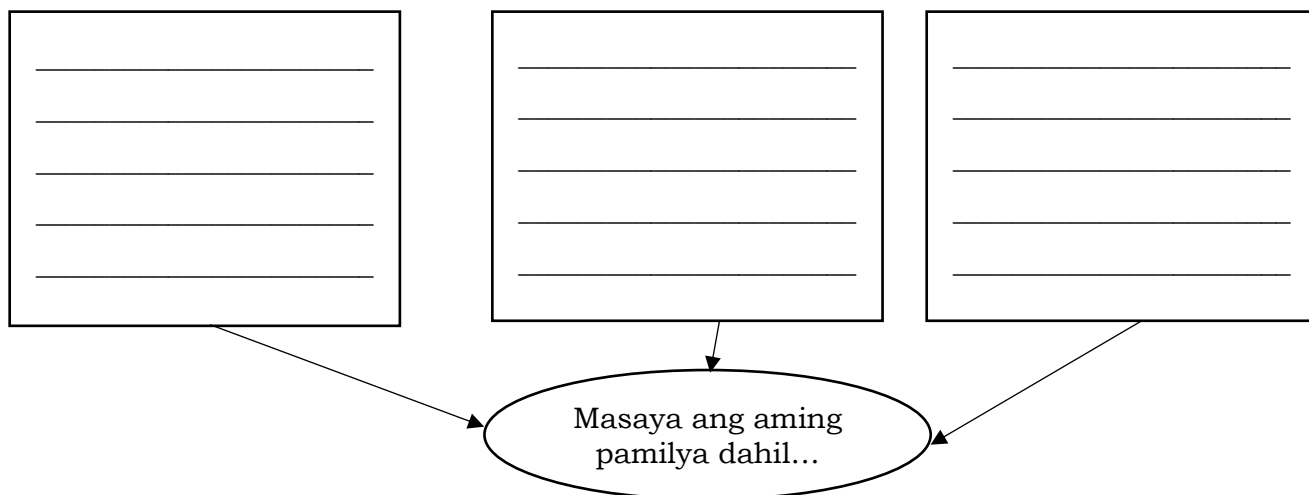
a. iyong mga magulang?

b. iyong mga kapatid?

c. iba pang kasapi ng iyong pamilya?

2. Para sa iyo, ang pakikitungo ba sa mga kasapi ng pamilya ay isang tungkulin at pananagutan? Ipaliwanag ang iyong sagot.

II. Ilagay sa loob ng *graphic organizer* sa ibaba kung paano nagiging maayos ang samahan sa iyong pamilya.



## Worksheet 2: MAPEH 4

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### ACTIVITY:

I. Read each situation carefully. On the space provided, put a check mark ✓ if you think that the action follows Personal Health. Otherwise, write X.

- \_\_\_\_\_ 1. Mia drinks eight glasses of water every day.
- \_\_\_\_\_ 2. Carlo plays video games all night and sleeps only 3 hours.
- \_\_\_\_\_ 3. Ana brushes her teeth after every meal.
- \_\_\_\_\_ 4. Jayson eats too much junk food and rarely eats vegetables.
- \_\_\_\_\_ 5. Liza takes a bath every morning and evening.

II. Fill in each blank with a healthy habit.

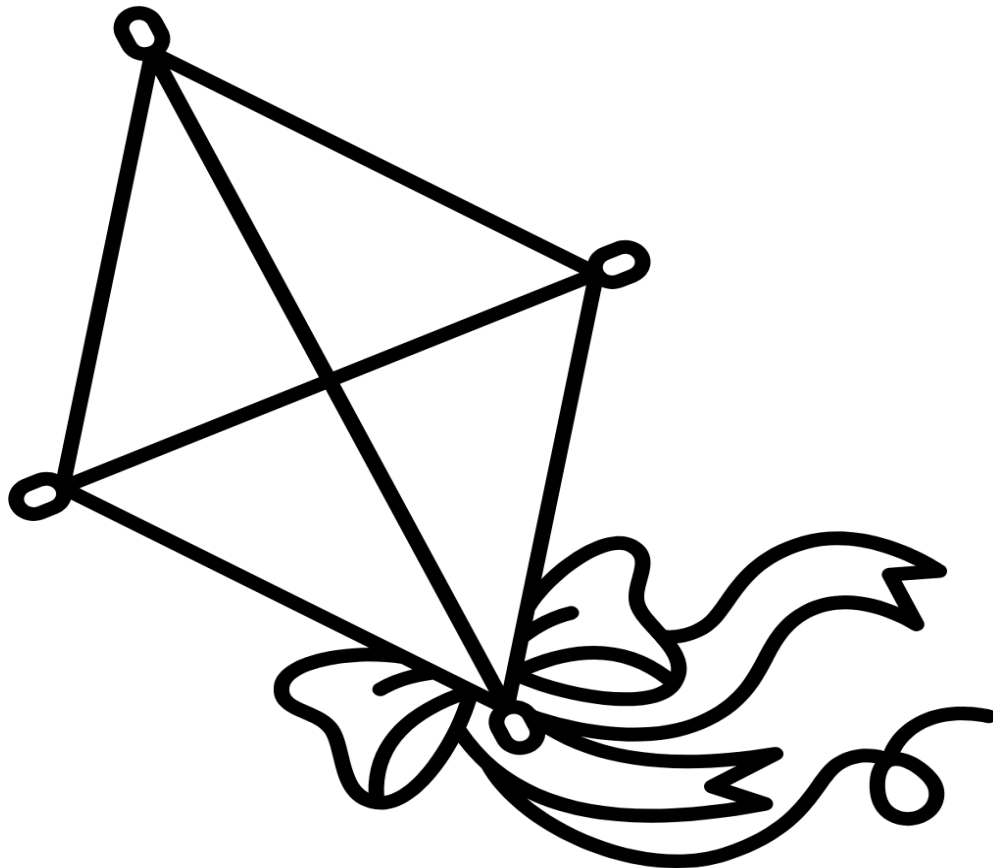
- 1. I keep my body clean by \_\_\_\_\_.
- 2. I keep my body strong by \_\_\_\_\_.
- 3. I avoid sickness by \_\_\_\_\_.
- 4. I protect my teeth by \_\_\_\_\_.
- 5. I stay healthy by \_\_\_\_\_.

### Worksheet 3: ARALING PANLIPUNAN 4

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#### GAWAIN:

Ibigay ang apat na elemento ng isang bansa. Isulat ang bawat isa sa loob ng kwadro ng saranggola. Sa bawat elemento, magbigay ng isang maikling paliwanag o halimbawa na kaugnay nito. Kulayan ang nabuong saranggola.



Sagutin ang mga sumusunod na tanong.

1. Mula sa mga kahulugan na inilagay mo sa saranggola, bakit sa tingin mo mahalaga ang bawat elemento ng bansa?
2. Bilang mamamayan na isang mahalagang elemento ng bansa, ano ang maaari mong maisagawa sa kasalukuyan para makatulong sa iyong bansa sa hinaharap? Bakit?

## Worksheet 4: FILIPINO 4

### GAWAIN:

I. Basahin at unawain ang alamat sa ibaba.

#### Ang Alamat ng Palay

Noong unang panahon ang mga tao ay walang palay. Ang kanilang kinakain ay gulay, bungang-kahoy, isda, at mga hayop. Sila ay nangangaso sa gubat at nangunguha ng bungang-kahoy sa parang. Sila ay maligaya roon.

Nawala na ang mga hayop sa gubat at iilan na lang ang mga bungang-kahoy. Ang mga tao ay nalungkot. Ang mga lalaki ay nangangaso sa bundok. Sila'y pagod na pagod at gutom na gutom. Sila'y nagpapahinga nang dumating ang mgamagandang dalaga. Ang mga ito ay engkantada pala. Sila'y makapangyarihan subalit magagalang. Ang mga mangangaso ay kinumbida ng mga engkantada. Sila'y nagpunta sa yungib na may napakarami palang engkantada. Sila'y may reyna. Sila'y nagsaya noon, nagawitan, at nagsayawan

Nagkaroon ng kainan. Nakita ng mga mangangaso ang malalaking tagayan. Ang mga ito ay punong-puno ng pagkain na puting-puti. Noon lamang sila nakakita ng puti ng pagkain. Matapos ang kainan, ang mga lalaki ay naging bata at lumakas. Sila ay pinainom ng puting alak at naging matalino. Gusto ng umuwi ng mangangaso. Ang reyna ay nagsalita, "Kayo'y bibigyan ko ng butil. Ito'y itanim ninyo sa tag-ulan. Alam kong kayo ay mabubuti kaya iyan ay sisibol at mamumunga. Aanihin ninyo ang bunga. Ang mga butil na inani ay bayuhin at linisin. Ang butil ay magiging bigas. Ito ay lutuin. Iyan ang inyong pagkain. Iyan ang kaloob ko sa mga tao. Hala, umuwi na kayo."

Sumunod sa bilin ang mga tao. Ang bigas na niluto ang kauna-unahang kanin sa daigdig.

II. Pagsunod-sunorin ang mga pangyayari sa binasang alamat. Lagyan ng bilang 1-6 ang bawat pangungusap.

- \_\_\_\_\_ Siya ay pinainom ng puting alak.
- \_\_\_\_\_ Ang butil ay magiging bigas. Ito ay inyong lutuin.
- \_\_\_\_\_ Noong unang panahon ang mga tao ay walang palay.
- \_\_\_\_\_ Sila'y nagpunta sa yungib na napakarami palang engkantada.
- \_\_\_\_\_ Ang mga lalaki ay nangangaso sa bundok.
- \_\_\_\_\_ Matapos ang kainan, ang mga lalaki ay naging bata at lumakas.

## Worksheet 5: MATH 4

### ACTIVITY:

Find the perimeter of the given composite figures to accomplish the task and win the battle! Show your solution and write your answer in the space provided.

SCORE

4

LEVEL

**Solution:**  
  
 Total Perimeter = \_\_\_\_\_

**Solution:**  
  
 Total Perimeter = \_\_\_\_\_

**Solution:**  
  
 Total Perimeter = \_\_\_\_\_

**Solution:**  
  
 Total Perimeter = \_\_\_\_\_

**Solution:**  
  
 Total Perimeter = \_\_\_\_\_

## Worksheet 6: EPP 4

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### GAWAIN:

Kumpletuhin ang *Digital Safety Shield* sa ibaba. Sa bawat bahagi gumuhit ng simbolo o larawan nagpapakita na ikaw ay maingat at responsable sa paggamit ng internet at computing devices. Maglagay ng isa o dalawang pangungusap na paliwanag kung paano mo isasabuhay ang mga sumusunod:

- Kalusugang Digital (Digital Health)
- Kaligtasang Online (Online Security)
- Magalang na Gawi online (Digital Wellness)
- Pagsusuri ng Impormasyon (Online Safety)

*Halimbawa:* Sa Kalusugang Digital: "Nagla-log out ako sa tamang oras at hindi ako nagpupuyat sa paggamit ng cellphone."

Isulat ang iyong pangalan sa ibaba.

|  |  |       |  |  |
|--|--|-------|--|--|
|  |  | ● ● ● |  |  |
|  |  |       |  |  |
|  |  |       |  |  |
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**Ako ang Cyber Bayani**

## Worksheet 7: ENGLISH 4

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### ACTIVITY:

Draw three things you do before going to school and three things that you do after school. Using signal words (e.g., first, second, third, next, then, finally), write a short description for each task.

#### BEFORE Going to School

|              |              |              |
|--------------|--------------|--------------|
|              |              |              |
| Description: | Description: | Description: |

#### AFTER School

|              |              |              |
|--------------|--------------|--------------|
|              |              |              |
| Description: | Description: | Description: |

## Worksheet 8: SCIENCE 4

### ACTIVITY:

Prepare a basin of water. Collect 4 small household items (example: spoon, stone, rubber band, paper). You may use other items if these are unavailable.

Follow the instructions below.

- 1) Predict first: Before placing each object in the water, write down your prediction on the provided sheet. Write F if you think it will float or S if you think it will sink.
- 2) Place each object gently into the water one by one.
- 3) Observe carefully whether each object floats or sinks and record your actual observations on the score sheet.

Score:

Correct prediction = 5 points

Wrong prediction = 0

Bonus 5 points if you explain why the object floated or sank. Write your explanations below.

| Float and Sink Score Sheet |                                           |        |                 |                   |
|----------------------------|-------------------------------------------|--------|-----------------|-------------------|
| Material                   | Write F, if it FLOAT<br>and S, if it SINK | Points | Bonus<br>Points | OVER-ALL<br>SCORE |
| 1.                         |                                           |        |                 |                   |
| 2.                         |                                           |        |                 |                   |
| 3.                         |                                           |        |                 |                   |
| 4.                         |                                           |        |                 |                   |

- 4) Complete the reflection statements below.

I was surprised that \_\_\_\_\_ sank because \_\_\_\_\_.

I was surprised that \_\_\_\_\_ floated because \_\_\_\_\_.

## Worksheet 9: GMRC 4

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### GAWAIN:

- A. Pakinggan ang awit na “Masdan ang Kapaligiran”. Maaring sabayan ang awit. Sagutin ang mga sumusunod na tanong.
- 1) Ano ang hitsura ng mga ilog batay sa awit?
  - 2) Bakit kaya nadumihan ang mga anyong tubig?
  - 3) Ano ang maaring mangyari kapag patuloy ang pagdumi ng mga anyong tubig?
  - 4) Makakalangoy pa ba tayo sa ilog o dagat kung ito ay *polluted* na? Paano natin mapapanatiling malinis ang ating katubigan?
- B. Magbigay ng mga pamamaraan upang maging isang mabuting katiwala sa pagpapanatili ng kalinisan ng tubig.

| Tungkulin ng Sarili | Tungkulin ng Pamilya |
|---------------------|----------------------|
|                     |                      |

## Worksheet 10: MAPEH 4

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### ACTIVITY:

Identify the following Levels of Exercise. On the space provided, write **LE** for Light Exercise, **ME** for Moderate Exercise, or **HE** for Heavy Exercise. Put your answer in the space provided before each number.

\_\_\_\_\_ 1. Stretching

\_\_\_\_\_ 2. Swimming

\_\_\_\_\_ 3. Biking

\_\_\_\_\_ 4. Zumba

\_\_\_\_\_ 5. Jogging

\_\_\_\_\_ 6. Jump rope

\_\_\_\_\_ 7. Washing the car

\_\_\_\_\_ 8. Hiking uphill

\_\_\_\_\_ 9. Playing soccer

\_\_\_\_\_ 10. House sweeping

## Worksheet 11: ARALING PANLIPUNAN 4

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### GAWAIN:

A. Basahin ang maikling teksto sa ibaba na naglalarawan sa klima ng Pilipinas.

“Ang lokasyon ng Pilipinas ay matatagpuan sa mababang latitud at ekwador. Ang mga bansang napapabilang sa rehiyong nabanggit ay nakararanas ng klimang tropikal at direktang nakatatanggap ng sikat ng araw na nagdudulot ng maalinsangan at mainit na panahon sa bansa.

Nakararanas din ng iba pang uri ng klima base sa distribusyon ng ulan ang iba’t ibang lugar sa bansa. Nakaapekto rin sa klima ang natatanging lokasyon, topograpiya, temperatura, at galaw ng hangin.”

Sagutin ang mga sumusunod base sa binasang teksto.

1. Ilarawan ang nararanasang panahon ng mga bansang may klimang tropikal tulad ng Pilipinas.
2. Sa iyong palagay, paano nakaaapekto sa mga mamamayan ang ganitong uri ng klima? (Magbigay ng kabutihan at mga hamon na dulot ng klima ng bansa)

B. Gumuhit o gumupit ng larawan ng mga anyong lupa o tubig na makikita sa Pilipinas. Ilagay o idikit ang gawa sa baba. Sagutin ang mga pamprosesong tanong na kaugnay sa gawain.



1. Ano ang naibibigay na pakinabang ng mga ito sa kabuhayan ng mga tao sa bansa?
2. Paano natin mapapanatili ang ganda at pakinabang natin sa mga ito?

## Worksheet 12: FILIPINO 4

### GAWAIN:

I. Basahin at unawain ang teksto.

#### Ang Mabuting Samaritano

Lukas 10:25-37

Isang araw isang pinuno ng mga Judio ang nagtanong kay Jesus kung ano ang dapat niyang gawin para magtamo ng buhay na walang hanggan. Tinanong siya ng Tagapagligtas kung ano ang nakasaad sa mga banal na kasulatan. Sinabi ng pinuno na dapat mahalín ng tao ang Diyos at mahalín din ang kanyang kapwa. Sinabi ni Jesus na tama siya. Pagkatapos ay tinanong ng pinuno, “Sino ang aking kapuwa tao?”

Sinagot ni Jesus ang lalaki sa pamamagitan ng kuwento. Isang araw isang lalaking Judio ang naglalakad sa kalsada sa bayan ng Jerico. Ninakawan siya at sinaktan ng mga magnanakaw. Halos patay na nang iwan nila ang lalaki sa kalsada. Di naglaon dumaan ang isang saserdoteng Judio at nakita ang lalaki. Sa kabilang panig ng kalsada dumaan ang saserdote. Hindi niya tinulungan ang lalaki.

Isa pang lalaking Judio na nagtatrabaho sa templo ang naparaan. Nakita niya ang sugatang lalaki. Pero hindi rin niya tinulungan ang lalaki at sa kabilang panig ng kalsada dumaan. Pagkatapos ay dumaan ang isang lalaking Samaritano. Hindi magkasundo ang mga Judio at Samaritano. Pero nang makita ng Samaritano ang lalaki, naawa siya rito. Ginamot niya ang mga sugat ng lalaki at dinamitan ito.

II. Mula sa kahon, piliin ang nararapat na pangatnig upang mabuo ang pangungusap.

pero

kahit

maging

kung

at

1. Tinulungan niya ang manlalakbay \_\_\_\_\_ mahirap para sa kanya.
2. \_\_\_\_\_ hindi rin niya tinulungan ang lalaki at sa kabilang panig ng kalsada dumaan.
3. Ninakawan siya \_\_\_\_\_ sinaktan ng mga magnanakaw.
4. \_\_\_\_\_ mabuti sa kapwa sa lahat ng pagkakataon.
5. Walang kasalanang hindi mapapatawad ang Diyos \_\_\_\_\_ ang nagkakasala ay magsisisi.

## Worksheet 13: MATH 4

### ACTIVITY:

Solve each multiplication problem to find your way through the maze from START to FINISH. Write your answers legibly in the spaces provided.

**Problem 1:** 
$$\begin{array}{r} 71 \\ \times 20 \\ \hline \end{array}$$
 ANSWER: \_\_\_\_\_

**Problem 2:** 
$$\begin{array}{r} 82 \\ \times 65 \\ \hline \end{array}$$
 ANSWER: \_\_\_\_\_

**Problem 3:** 
$$\begin{array}{r} 463 \\ \times 37 \\ \hline \end{array}$$
 ANSWER: \_\_\_\_\_

**Problem 4:** 
$$\begin{array}{r} 809 \\ \times 8 \\ \hline \end{array}$$
 ANSWER: \_\_\_\_\_

**Problem 5:** 
$$\begin{array}{r} 2036 \\ \times 7 \\ \hline \end{array}$$
 ANSWER: \_\_\_\_\_

## Worksheet 14: EPP 4

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### GAWAIN:

Tukuyin ang mga sumusunod na halaman kung ito ay ornamental, gulay o punong-prutas. Ilagay ang iyong sagot sa patlang.

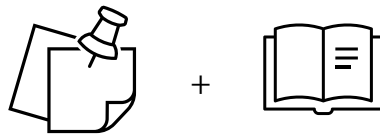
- \_\_\_\_\_ 1. bougainvillea
- \_\_\_\_\_ 2. okra
- \_\_\_\_\_ 3. ampalaya
- \_\_\_\_\_ 4. mangga
- \_\_\_\_\_ 5. gumamela
- \_\_\_\_\_ 6. talong
- \_\_\_\_\_ 7. bayabas
- \_\_\_\_\_ 8. rosal
- \_\_\_\_\_ 9. kalabasa
- \_\_\_\_\_ 10. lansones

## Worksheet 15: ENGLISH 4

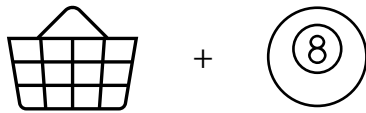
### ACTIVITY:

Read each sentence and guess the correct **compound word** using picture clues.

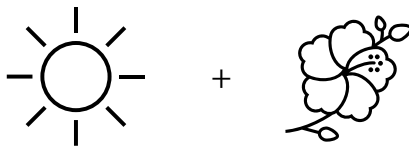
1. I need to write down notes in my \_\_\_\_\_.



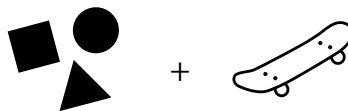
2. Playing \_\_\_\_\_ is my favorite pastime.



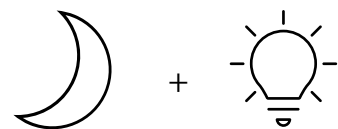
3. \_\_\_\_\_ tracks the sun's movement across the sky during daytime.



4. Please help me erase the \_\_\_\_\_.



5. My best friend loves to see the bright sky because of the \_\_\_\_\_.



## Worksheet 16: SCIENCE 4

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### ACTIVITY:

1. Write a 4-line song (can be sung to a known tune like “Twinkle, Twinkle”) about the parts of the respiratory system: nose, trachea, bronchioles, alveoli, lungs, diaphragm.
2. You may include the function of each body part in the lyrics.
3. Sing the song to show how air moves in and out of the body.

| Composed Lyric Song<br>(Tune: “Twinkle, Twinkle”) | Diagram of the Respiratory System |
|---------------------------------------------------|-----------------------------------|
|                                                   |                                   |

## Worksheet 17: GMRC 4

### GAWAIN:

I. Basahin ang sitwasyon at punan ang kasunod na talahanayan.

Si Ronald ay isang mag-aaral na nasa ikaapat na Baitang. Bagama't siya ay pilay, napakasipag pa rin niyang pumasok sa paaralan. Isang araw pagpasok niya ay may nakita siya sa gate na batang babae na umiiyak. Tinanong niya ito, "bakit ka umiiyak? Halika baka matulungan kita." Sumagot si Ellen, "nawawala kasi ang baon kong pera, hindi ko alam kung nahulog ito habang naglalakad ako papunta rito sa paaralan."

"Huwag ka nang mag-alala, hati na lamang tayo sa baon kong pagkain," wika ni Ronald. Biglang nagliwanag ang mukha ni Ellen at napawi ang kaniyang kalungkutan.

| tauhan | kapansanan | ginawa | paraan para mapasalamatan |
|--------|------------|--------|---------------------------|
|        |            |        |                           |

II. Lagyan ng tsek (✓) ang hanay sa kanan kung ang bilang ay halimbawa ng kapansanan ng tao. Lagyan ng ekis (X) kung ito ay hindi.

|                                   |  |
|-----------------------------------|--|
| 1. bingi/hirap sa pandinig        |  |
| 2. hindi paggawa ng gawaing bahay |  |
| 3. orthopedic disability          |  |
| 4. pagliban sa klase              |  |
| 5. kakulangan sa pag-iisip        |  |

## Worksheet 18: MAPEH 4

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### GAWAIN:

1. Accomplish the Healthy Family Habit Chart as follows:
  - o List five healthy daily routines (e.g., eating vegetables, brushing teeth, exercising together, handwashing, sleeping early) in the first row.
  - o Write the names of your family members in the first column. Add rows as needed.
  - o Put a check mark each time a family member completes a habit for the day.

| <b>Family Member</b> | <b>Routine 1:</b> | <b>Routine 2:</b> | <b>Routine 3:</b> | <b>Routine 4:</b> | <b>Routine 5:</b> |
|----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
|                      |                   |                   |                   |                   |                   |
|                      |                   |                   |                   |                   |                   |
|                      |                   |                   |                   |                   |                   |
|                      |                   |                   |                   |                   |                   |
|                      |                   |                   |                   |                   |                   |

2. Answer the following questions. Write your answers on the space provided.

- a) Which healthy habit was easiest to do? Why?
  
  
  
  
  
  
  
  
  
  
- b) Which habit needs more effort from your family? Why?
  
  
  
  
  
  
  
  
  
  
- c) How did the activities help your family stay healthy?

## Worksheet 19: ARALING PANLIPUNAN 4

### GAWAIN:

Punan ang graphic organizer sa ibaba ng mga hinihinging impormasyon ng mga nasuring pangunahing gawain at pamunuan ng mga sangay ng pamahalaan.

| LEHISLATURA                                             | EHEKUTIBO                                               | HUDIKATURA                                              |
|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|
| Pangunahing Gawain:<br>_____<br>_____<br>_____<br>_____ | Pangunahing Gawain:<br>_____<br>_____<br>_____<br>_____ | Pangunahing Gawain:<br>_____<br>_____<br>_____<br>_____ |
| Mga Namumuno:<br>_____<br>_____                         | Mga Namumuno:<br>_____<br>_____                         | Mga Namumuno:<br>_____<br>_____                         |

**3 SANGAY NG PAMAHALAAN**

Sagutin ang mga sumusunod.

1. Ano ang kahalagahan ng tatlong sangay ng pamahalaan?
2. Bakit kinakailangang magkakahiwalay ang kapangyarihan ng tatlong sangay ng pamahalaan?

## Worksheet 20: FILIPINO 4

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### GAWAIN:

Basahin at unawain ang tula. Tandaan ang mga salitang naglalarawan sa mga tauhan.

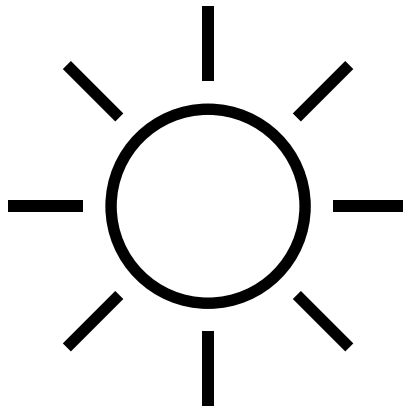
Ang batang si Jose, mabait at magalang  
Gumamit ng po "po" at "opo" kahit kaninuman  
Nagmamano rin siya kung kinakailangan  
Ganyan si Jose, ang batang huwaran

Si Pedro naman, palakaibigan at palatawa  
ang laging turan, magandang umaga  
Ngiti niya'y inspirasyon, talagang nakatutuwa at nakahahawa  
mahihikayat kang ngumiti tulad niya

Si Andres na hari ng sipag naman  
Sa umaga palang, trabaho'y sinisimulan  
Magtatapos siya ng wala pang tanghalian  
Lahat tatapusin, walang liwanan

Samantalang ako'y isip-bata  
Balat-sibuyas pa nga ang sabi nila  
Mabuti nalang pisi nila'y mahaba-haba  
Batid ng mga kapatid ko, bawat isa'y iba-iba  
lyan sila, aking mga kapatid  
Katangiang bukod-tangi, akin namang nababatid  
Gagayahin at gagawin ko nang walang patid  
Mabubuting asal na kanilang hatid

Pumili ng isang tauhan sa tula at isulat ang pangalan niya sa gitna ng araw. Sa bawat sinag ng araw, itala ang kanyang mga katangian.



## Worksheet 21: MATH 4

### ACTIVITY:

1. This puzzle is structured like crosswords.
2. Instead of letters, numbers are filled in using MDAS rule in solving the given expressions.
3. Across number 1 and Down number 1 are done for you.

|   |   |   |   |   |   |  |  |
|---|---|---|---|---|---|--|--|
| 1 | 3 | 0 |   | 2 |   |  |  |
| 5 |   |   | 3 |   |   |  |  |
|   | 4 |   |   |   | 5 |  |  |
|   |   |   |   |   |   |  |  |

#### ACROSS NO. 1

$$5 \times 2 + 2 \times 4 + 12$$

10

$$+ 2 \times 4 + 12$$

10

8

+ 12

18

+ 12

30

#### DOWN NO. 1

$$3 \times 7 + 5 + 3 + 6$$

21

$$+ 5 + 3 + 6$$

26

+ 3 + 6

29

+ 6

35

#### Across

1.  $5 \times 2 + 2 \times 4 + 12$
2.  $12 + 8 + 11 + 2 \times 5$
3.  $18 - 6 + 3 \times 5 + 3$
4.  $2 \times 4 + 2 \times 5 + 20 + 8$
5.  $29 - 13 + 15 - 8 + 4 \times 2$

#### Down

1.  $3 \times 7 + 5 + 3 + 6$
2.  $22 - 8 + 5 + 3 \times 7$
3.  $2 \times 8 + 4 \times 5$
4.  $4 \times 4 + 5 \times 4 + 12$
5.  $3 \times 9 + 1 \times 8 + 2 - 2$

## Worksheet 22: EPP 4

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### GAWAIN:

Magpaturo sa iyong magulang o tagapag-alaga kung paano magsaing ng bigas o kaya naman, obserbahan sila habang ginagawa nila ito.

Lagyan ng tsek (✓) ang natapos na hakbang gamit ang *Checklist* sa ibaba.

| Mga Hakbang sa Pagsasaing                           | Tsek |
|-----------------------------------------------------|------|
| 1. Naihanda lahat ng mga kagamitan sa pagsasaing    |      |
| 2. Nasundan ng tama ang bawat hakbang sa pagsasaing |      |
| a. Pagsusukat ng bigas                              |      |
| b. Paghuhugas ng bigas                              |      |
| c. Pagsusukat ng tamang taas ng tubig               |      |
| d. Pagluluto                                        |      |
| e. Paglilipat sa bandehado                          |      |

Ano-ano ang mga ginawang pag-iingat habang nagsasaing?

## Worksheet 23: ENGLISH 4

### ACTIVITY:

A. Label the parts of an invitation letter.

July 30, 2025

Dear best friend Eirene,

I would like to invite you to my 11<sup>th</sup> birthday on August 6, 2025 at 2:00pm. The celebration will be held in our residence at 76 – E. Jacinto St. Sangandaan, Caloocan City.

I hope you can be with me on my special day.

Love,  
Your best friend Maybelle

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

B. Write a friendly letter inviting your classmate to your sister's birthday party. Make sure to follow the correct subject-verb agreement in writing your letter.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Worksheet 24: SCIENCE 4

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### ACTIVITY:

I. Follow the steps below.

1. Prepare three toys or paper cut-outs of different shapes and a flashlight.
2. Ask someone at home to help you hold the flashlight steady, pointing it at the wall.
3. Place an object between the flashlight and the wall.
4. Sketch the shadow on the wall when the object is close to the flashlight. Label it **"Closer View."**
5. Move the object farther from the flashlight and sketch the new shadow. Label it **"Farther View."**
6. Repeat the steps using other objects and record your observations on the table below.

| Name of Object/Toy | Shape of an Object/Toy in Closer View | Shape of an Object/Toy in Farther View |
|--------------------|---------------------------------------|----------------------------------------|
|                    |                                       |                                        |
|                    |                                       |                                        |
|                    |                                       |                                        |

II. Answer the following questions.

1. What did you notice about the size of the shadow when the object was moved closer to or farther from the flashlight?
2. Why do you think the size of the shadow changes when the distance of the object from the light changes?

## Worksheet 25: ARALING PANLIPUNAN 4

### GAWAIN:

Gumawa ng “Action Plan” tungkol sa pagsasabuhay ng mga karapatan at tungkulin. Isulat ang mga hinihinging impormasyon sa chart sa ibaba.



### "Karapatan at Tungkulin Plan"

KAHULUGAN



|                                                                                                                                                                                                                                                                                                                         |                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| <div style="display: flex; flex-direction: column; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">KARAPATAN</div> <div style="font-size: 2em;">➔</div> <div style="border: 1px solid black; padding: 5px;">TUNGKULIN</div> <div style="font-size: 2em;">➔</div> </div> |                                                     |
| <b>HALIMBAWA NG KARAPATAN</b>                                                                                                                                                                                                                                                                                           | <b>Planong isagawa upang magamit ito ng wasto</b>   |
|                                                                                                                                                                                                                                                                                                                         |                                                     |
|                                                                                                                                                                                                                                                                                                                         |                                                     |
|                                                                                                                                                                                                                                                                                                                         |                                                     |
| <b>Halimbawa ng Tungkulin</b>                                                                                                                                                                                                                                                                                           | <b>Pangakong isasagawa upang maisakatuparan ito</b> |
|                                                                                                                                                                                                                                                                                                                         |                                                     |
|                                                                                                                                                                                                                                                                                                                         |                                                     |
|                                                                                                                                                                                                                                                                                                                         |                                                     |

## Worksheet 26: FILIPINO 4

### GAWAIN:

Isa sa mga layunin ng tekstong biswal ang pagpapalakas ng epekto ng ipinababatid na mensahe sa pamamagitan ng paggamit ng mga larawan, grapiko, disenyo, ilustrasyon at iba pang biswal na paraan.

Ibigay ang kahulugan ng bawat biswal. Ilagay ang iyong sagot sa loob ng kahon.



| 1 | 2 | 3 | 4 |
|---|---|---|---|
|   |   |   |   |

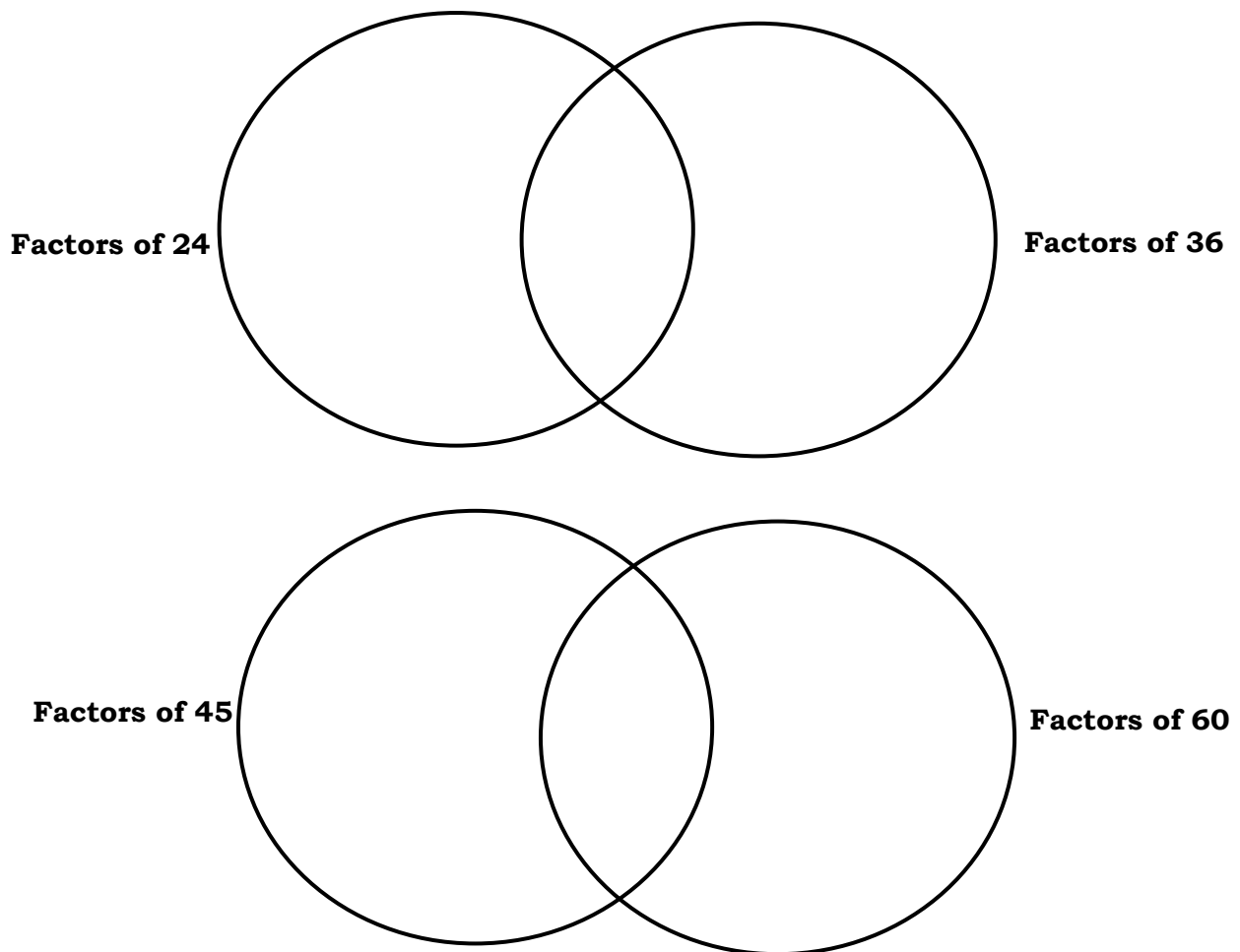
## Worksheet 27: MATH 4

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### ACTIVITY:

Venn diagram is an illustration that uses circles to show the relationship among the given sets. Sets that overlap have common members. Venn diagrams visually represent the similarities and differences of the given sets.

Write all possible numbers into the correct region in each Venn Diagram.



## Worksheet 28: EPP 4

### GAWAIN:

Isulat ang iyong paboritong kasabihan gamit ang tatlong magkakaibang *lettering styles*. Gumamit ng mga gabay na linya.

#### Gothic

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G |
| H | I | J | K | L | M | N |
| O | P | Q | R | S | T | U |
| V | W | X | Y | Z |   |   |

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| a | b | c | d | e | f | g |
| h | i | j | k | l | m | n |
| o | p | q | r | s | t | u |
| v | w | x | y | z |   |   |

#### Roman

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G |
| H | I | J | K | L | M | N |
| O | P | Q | R | S | T | U |
| V | W | X | Y | Z |   |   |

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| a | b | c | d | e | f | g |
| h | i | j | k | l | m | n |
| o | p | q | r | s | t | u |
| v | w | x | y | z |   |   |

#### Script

|          |          |          |          |          |          |          |
|----------|----------|----------|----------|----------|----------|----------|
| <i>A</i> | <i>B</i> | <i>C</i> | <i>D</i> | <i>E</i> | <i>F</i> | <i>G</i> |
| <i>H</i> | <i>I</i> | <i>J</i> | <i>K</i> | <i>L</i> | <i>M</i> | <i>N</i> |
| <i>O</i> | <i>P</i> | <i>Q</i> | <i>R</i> | <i>S</i> | <i>T</i> | <i>U</i> |
| <i>V</i> | <i>W</i> | <i>X</i> | <i>Y</i> | <i>Z</i> |          |          |

|          |          |          |          |          |          |          |
|----------|----------|----------|----------|----------|----------|----------|
| <i>a</i> | <i>b</i> | <i>c</i> | <i>d</i> | <i>e</i> | <i>f</i> | <i>g</i> |
| <i>h</i> | <i>i</i> | <i>j</i> | <i>k</i> | <i>l</i> | <i>m</i> | <i>n</i> |
| <i>o</i> | <i>p</i> | <i>q</i> | <i>r</i> | <i>s</i> | <i>t</i> | <i>u</i> |
| <i>v</i> | <i>w</i> | <i>x</i> | <i>y</i> | <i>z</i> |          |          |

### “Ang Aking Paboritong Kasabihan”

Gothic

Roman

Script

## Worksheet 29: ENGLISH 4

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### ACTIVITY:

- I. Underline the adjectives in each sentence. Then write the kind (quality, size, shape, color) below each adjective.

1. The soft, small, round, red ball rolled under the chair.

2. I saw a beautiful, tall, slim, blonde woman at the park.

3. The dirty, tiny, square, gray box is in the corner.

4. She wore a comfortable, long, straight, black dress.

5. He bought a strong, big, rectangular, brown table.

- II. Arrange the jumbled adjectives in the correct order before the noun. Write the correct sentence on the space provided.

1. square / heavy / red / large / metal / box

---

2. smooth / yellow / round / small / stone

---

3. new / big / black / rectangular / bag

---

4. soft / tiny / brown / round / puppy

---

5. tall / slim / kind / young / girl

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### Worksheet 30: SCIENCE 4

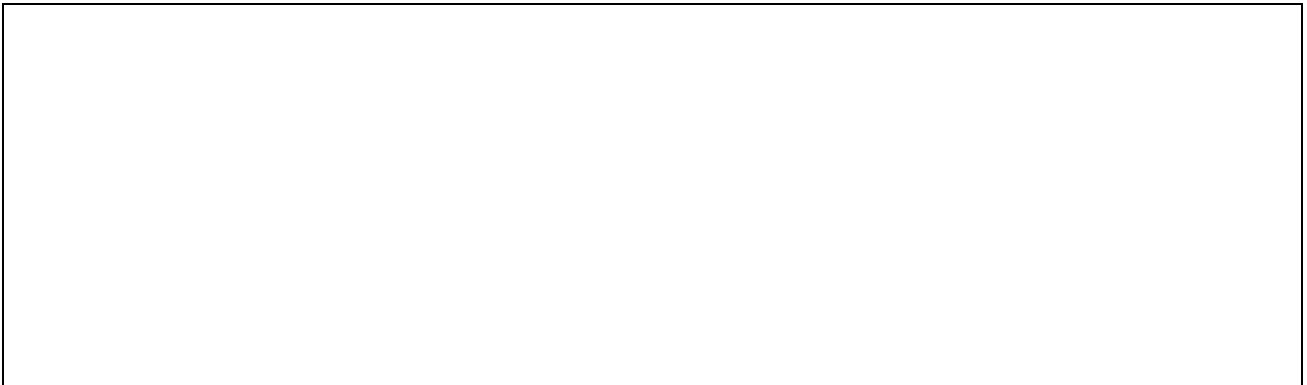
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#### ACTIVITY:

1. Sketch the solar system in proper order. (Start from the Sun)



2. Draw and color the planets in order from biggest to smallest (from left to right).



3. Answer the following questions based on your knowledge of the solar system.

a. \_\_\_\_\_ is the biggest planet in the solar system.

b. The smallest planet in the solar system is \_\_\_\_\_.

## • Reading Comprehension 1 Level 4

**Directions:** Read the passage. Then answer the questions below.

Today, Mike and his mom are going to the library. Mike wants to find a book to read. His mom wants to use a computer there.

When they get to the library, Mike finds a book about detectives. He also finds a book with chapters about a friendly ghost. Finally, he finds a book about a man who lives in the woods without food or water. He puts the books on the front desk and waits for his mom.

Mike's mom sits at one of the computers in the library. She checks her email and looks at pictures of flowers on the internet. Then she reads a news article on a website.

Mike's mom leaves the computer and walks over to Mike, holding up something out for him. Mike looks at her quizzically. It takes him a moment to recognize what she is holding. "I got that movie for us to watch tonight," says Mike's mom. "Are you ready to leave?"

"Sure," Mike says, now holding the movie out in front of him. He reads the cover while walking back to the library entrance. He puts his books and the movie on the front desk to check out. A librarian stands behind the counter holding an electronic scanner. "How long can we keep them?" Mike asks her.

"Three weeks," says the librarian.

"Cool," says Mike.

Suddenly, Mike is surprised. His mother is checking out something else that is too big to put on the desk. It's a picture of the ocean.

"What is that for?" Mike asks.

"To put on our wall at home," says Mike's mom.

"You can do that?" Mike asks.

Mike's mom smiles at the librarian. "Yes," she says, "but we have to return it in three months."

## **Questions**

- 1) Based on the books Mike finds to check out, we can tell that he is interested in
  - A. science
  - B. nature
  - C. mystery
  - D. adventure
- 2) While at the computer, Mike's mom
  - I. checks her mail
  - II. looks at pictures
  - III. reads an article
  - A. I only
  - B. I and II only
  - C. II and III only
  - D. I, II, and III
- 3) According to the passage, how long can Mike and his mother use the books and the movie before they must return them to the library?
  - A. one week
  - B. two weeks
  - C. three weeks
  - D. four weeks
- 4) Based on its use in paragraph 4, it can be understood that **quizzically** belongs to which of the following word groups?
  - A. abnormally, strangely, weirdly
  - B. casually, carelessly, indifferently
  - C. passionately, keenly, intensely
  - D. inquisitively, questioningly, curiously
- 5) As used in paragraph 5, the phrase "check out" most nearly means
  - A. to see
  - B. to rent
  - C. to find
  - D. to buy
- 6) What does Mike's mom want to do with the picture of the ocean?
  - A. She wants to buy it.
  - B. She wants to hang it on her wall.
  - C. She wants to give it to her friend as a gift.
  - D. She wants to donate it to the library.

- 7) Using the passage as a guide, it can be understood that you can check out which of the following things from the library?
- I. pictures
  - II. furniture
  - III. computers
- A. I only
  - B. I and II only
  - C. II and III only
  - D. I, II, and III
- 8) Which of the following would be the best title for this passage?
- A. Mike's Mom
  - B. A Picture of the Ocean
  - C. At the Library
  - D. Books, Computers, Movies, and Pictures

## • Reading Comprehension 2 Level 4

**Directions:** Read the passage. Then answer the questions below.

Next week I am on vacation. While I am on vacation, I will work on two projects.

First, I will fix the washing machine. The washing machine has been broken for two weeks. To fix it, I will need three tools: a screwdriver, a wrench, and a clamp. It will take one day to fix the washing machine.

Next, I will fix our back porch. This is a bigger project. It will probably take about two days to fix the back porch, and will **require** a screwdriver, a hammer, nails, and a saw.

My vacation starts on Monday. I have a lot of work to do, but hopefully I can relax after I finish my work

### Questions

- 1) Which of these tools will the author use more than once?
  - A. a screwdriver
  - B. a hammer
  - C. a clamp
  - D. a saw
- 2) As used in paragraph 3, what does **require** mean?
  - A. need
  - B. use
  - C. find
  - D. buy
- 3) Which of the following tools does the author not need to fix the back porch?
  - A. a screwdriver
  - B. a wrench
  - C. nails
  - D. a saw
- 4) What is the earliest day that the author can finish both projects?
  - A. Monday
  - B. Wednesday
  - C. Thursday
  - D. Friday

- 5) On which project will the author need to use the most tools?
- A. fixing the washing machine
  - B. fixing the back porch
  - C. both projects need the same number of tools
  - D. neither project needs any tools
- 6) According to the passage, fixing the back porch will take longer because
- A. the author really doesn't want to do it
  - B. it has been broken longer
  - C. it needs more tools
  - D. it is a bigger project
- 7) The author of this passage can best be described as
- A. interesting
  - B. lazy
  - C. constructive
  - D. intelligent

## • Reading Comprehension 3 Level 4

**Directions:** Read the passage. Then answer the questions below.

Most human beings are awake during the day and sleep all night. Owls live the opposite way. Owls are **nocturnal**. This means that they sleep all day and stay awake at night. Because owls are nocturnal, this means they must eat at night. But finding food in the dark is difficult. To help them, they have special eyes and ears.

Owls have very large eyes. These eyes absorb more light than normal. Since there is little light during the night, it is helpful to be able to absorb more of it. This helps owls find food in the dark.

Owls also have very good hearing. Even when owls are in the trees, they can hear small animals moving in the grass below. This helps owls catch their **prey** even when it is very dark.

Like owls, mice are also nocturnal animals. Mice have an excellent sense of smell. This helps them find food in the dark.

Being nocturnal helps mice to hide from the many different animals that want to eat them. Most of the birds, snakes, and lizards that like to eat mice sleep at night—except, of course, owls!

**Questions**

- 1) In paragraph 1, we learn that "Owls are nocturnal." The word *diurnal* is the opposite of the word **nocturnal**. Using information in the passage as a guide, we can understand that an animal that is *diurnal*
  - A. sleeps at night and is awake during the day
  - B. hunts during the day and is awake at night
  - C. sleeps every other night and is awake during the day
  - D. hunts during the day and night
- 2) Based on information in paragraph 2, it can be understood that an animal with small eyes
  - A. must be diurnal
  - B. has trouble seeing in the dark
  - C. can see very well at night
  - D. is likely to be eaten by an owl
- 3) According to the passage, owls can find food in the dark using their sense of
  - I. sight
  - II. sound
  - III. smell
  - A. I only
  - B. I and II only
  - C. II and III only
  - D. I, II, and III

- 4) In paragraph 3 the author writes, "This helps owls catch their prey even when it is very dark." Based on its use in the passage, we can understand that **prey** is
- A. a noise that an animal makes during the night
  - B. a small animal such as a pet dog or cat
  - C. an animal that is hunted by other animals
  - D. an animals that hunts other animals
- 5) Based on information in the final paragraph, it can be understood that mice sleep during the day in order to
- A. find food that other animals can not
  - B. keep themselves safe
  - C. store energy for night time activities
  - D. release stress
- 6) Based on information in the final paragraph, it can be understood that
- A. owls hunt mice
  - B. mice can hide from owls
  - C. mice and owls both hide from birds, snakes, and lizards
  - D. birds and snakes often hunt lizards
- 7) If added to the end of this passage, which of the following conclusions would fit best?
- A. The owl is a nocturnal animal. This means it is active at night. The owl's excellent sense of sight and sound enable it to find food in the dark.
  - B. Mice are nocturnal animals. This means they are active at night. Similar to the owl, mice use their excellent sense of smell to find food in the dark.
  - C. Both mice and owls are nocturnal. This means they are active at night. Because these animals are active at night, they must sleep during the day. This makes them especially vulnerable to attack from diurnal animals.
  - D. Some animals are nocturnal. This means they are active at night. The owl and the mouse are good examples of nocturnal animals that use their senses to find food in the dark.

## • Reading Comprehension 4 Level 4

**Directions:** Read the passage. Then answer the questions below.

Lilly loves her new town. She loves the mall. She loves the parks. She also loves her school. Most of all, though, Lilly loves the seasons. In her old town, it was hot all of the time.

Sometimes it is cold in Lilly's new town. The cold season is in winter. Once in a while it snows. Lilly has never seen snow before. So for her, the snow is exciting as well as very beautiful. Lilly has to wear gloves to keep her hands warm. **She also wears a scarf around her neck.**

In spring, flowers bloom and the trees turn green with new leaves. Pollen falls on the cars and windowsills and makes Lilly sneeze. People work in their yards and mow their grass.

In summer, Lilly wears her old shorts and sandals—the same ones she used to wear in her old town. It's hot outside, and dogs lie in the shade. Lilly and her friends go to a pool or play in the water sprinkler. Her father cooks hamburgers on the grill for dinner.

Lilly's favorite season is autumn. In autumn, the leaves on the trees turn yellow, gold, red, and orange. Halloween comes in autumn, and this is Lilly's favorite holiday. Every Halloween, Lilly wears a costume. Last year she wore a mouse costume. This year she will wear a fish costume.

One evening in autumn, Lilly and her mom are on sitting together on the porch. Mom tells Lilly that autumn is also called "fall". This is a good idea, Lilly thinks, because in fall all of the leaves fall down from the trees.

### Questions

1) Which of the following words best describes the way Lilly feels about living in her new town?

- A. *skeptical*, meaning questioning or showing doubt
- B. *apprehensive*, meaning anxious or worried
- C. *overjoyed*, meaning extremely happy
- D. *content*, meaning satisfied with what one is or has

2) This passage is mainly about

- A. Lilly's favorite season
- B. Lilly and the four seasons
- C. Lilly's favorite activities during winter
- D. Lilly's favorite Halloween costumes

3) What is Lilly's favorite thing about her new town?

- A. her school
- B. going to the pool
- C. the food
- D. the seasons

- 4) In paragraph 2 the author writes, "She also wears a scarf around her neck." What is the best way to rewrite this sentence while keeping its original meaning?
- A. In addition, she wears a scarf around her neck.
  - B. However, she wears a scarf around her neck.
  - C. Nevertheless, she wears a scarf around her neck.
  - D. As a result, she wears a scarf around her neck.
- 5) Which of the following best describes the structure of this passage?
- A. The author talks about Lily's new town, and then talks about how the seasons are changing.
  - B. The author introduces Lilly, and then describes her in relation to the four seasons.
  - C. The author introduces Lilly, and then explains why autumn is her favorite season.
  - D. The author discusses the four seasons, and then describes which one Lilly likes best.
- 6) How is Lilly's new town different from her old town?
- I. It snows in her new town.
  - II. Lilly wears different summer clothes in her new town.
  - III. Lilly wears a Halloween costume in her new town.
- A. I only
  - B. I and II only
  - C. II and III only
  - D. I, II, and III
- 7) Based on information in paragraph 5, which of the following costumes is Lilly most likely to wear next year?
- A. a princess costume
  - B. a fairy costume
  - C. a ghost costume
  - D. a bird costume
- 8) Based on information in the passage, we can understand that, which season has two names?
- A. spring
  - B. summer
  - C. fall
  - D. winter

## • Reading Comprehension 5 Level 4

**Directions:** Read the passage. Then answer the questions below.

The living room does not look good. It looks bad without a carpet. Mary and Dan want to buy a carpet. They want to buy a carpet for their living room.

They go to the store. They look at the carpets. There are many colors. There are many sizes. Some have patterns. Some are plain.

Mary likes a pink and purple carpet. It has dots. It has pink and purple dots. Dan says no! He does not like the colors. He does not like the pattern. He does not like the size. The pink and purple carpet is too big.

Dan likes a green and red carpet. It has stripes. It has green and red stripes. Mary says no! She does not like the colors. She does not like the pattern. She does not like the size. The green and red carpet is too small.

Mary and Dan see a tan carpet. It does not have dots. It does not have stripes. It is plain. It is tan and plain. Dan likes the tan carpet. Mary likes the tan carpet. They both like the color. They both like the size. They both say yes!

Mary and Dan buy the tan carpet. They put the carpet in the living room. The living room looks wonderful with the new carpet.

### Questions

1) According to the passage, Mary and Dan want to put the new carpet in their

- A. bedroom
- B. dining room
- C. living room
- D. bathroom

2) According to the passage, the pink and purple carpet

- A. has dots
- B. has stripes
- C. is too small
- D. is too plain

3) According to the passage, the green and red carpet

- A. is plain
- B. has dots
- C. is too big
- D. is too small

- 4) According to the passage, both Mary and Dan like the
- A. pink and purple carpet
  - B. green and red carpet
  - C. tan carpet
  - D. blue carpet
- 5) Mary and Dan do not see a
- A. black and blue carpet
  - B. pink and purple carpet
  - C. tan carpet
  - D. green and red carpet
- 6) According to the passage, Mary and Dan see a
- I. dotted carpet
  - II. striped carpet
  - III. plain carpet
- A. I only
  - B. I and II only
  - C. II and III only
  - D. I, II, and III
- 7) Based on information in the passage, it can be understood that both Mary and Dan would like which of the following carpets best?
- A. a grey carpet with no dots or stripes
  - B. a pink and yellow carpet with dots
  - C. a blue and green carpet with stripes
  - D. a black and white carpet with both dots and stripes

## • Reading Comprehension 6 Level 4

**Directions:** Read the passage. Then answer the questions below.

In India, people celebrate the festival of Holi (pronounced “hoh-lee”) in March. This festival occurs after the wheat harvest. Wheat is used to make many important foods in India. Holi celebrates the triumph of good over evil.

Holi is a very bright celebration. People light bonfires, tell stories, and cover each other in a variety of colored powders. These powders are called gulal (pronounced “goo-lahl”). People are then sprayed with water, and everyone becomes a beautiful, brightly colored mess. This custom of coloring people comes from a legend about a **trickster** who loved to trick his friends by pouring colored water on them.

### Questions

- 1) The festival of Holi occurs after
  - A. the month of March
  - B. the wheat harvest
  - C. people are sprayed with water
  - D. people are covered with colorful powders
- 2) The custom of coloring people during Holi comes from
  - A. a legend about a trickster
  - B. stories that are told around a bonfire
  - C. the triumph of good over evil
  - D. harvesting wheat in March
- 3) Which word best describes the festival of Holi?
  - A. colorful
  - B. tricky
  - C. flavorful
  - D. wet
- 4) As used in paragraph 2, which of the following best illustrates the actions of a **trickster**?
  - A. For Tony’s birthday, Mike brings him a soccer jersey signed by his favorite player.
  - B. Micah invites Delea to work with his group for a school project, and then he asks his mom to bake brownies when the group meets to work.
  - C. Jill excitedly convinces Mae to come see a rabbit outside, but it turns out that the rabbit is a stone statue Jill placed in the garden.
  - D. Robert refuses to let Travis play basketball at lunch, because Travis is just learning to play.

## • Reading Comprehension 7 Level 4

**Directions:** Read the passage. Then answer the questions below.

Elephants on the coast of Thailand are acting strange. They stamp their feet and motion toward the hills. The sea draws back from the beaches. Fish flop in the mud. Suddenly, a huge wave appears. This is no ordinary wave. It is a tsunami!

Tsunami (pronounced “soo-NAH-mee”) waves are larger and faster than normal surface waves. A tsunami wave can travel as fast as a jet plane and can be as tall as a ten-story building. Imagine dropping a stone into a pond. The water on the surface ripples. A tsunami is like a very powerful ripple. Tsunamis begin when the ocean rises or falls very suddenly. Large amounts of seawater are **displaced**. This movement causes huge waves.

For a tsunami to occur, there must be some kind of force that causes the ocean water to become displaced. Most tsunamis are caused by underwater earthquakes. However, volcanoes, landslides, large icebergs, and even meteorites are capable of causing one of these mighty waves.

Tsunamis are extremely powerful. Ordinary waves lose power when they break. Tsunami waves can remain powerful for several days. Because tsunami waves are so strong, they can kill people, damage property, and completely ruin an ecosystem in just one hour.

Scientists have no way of predicting when a tsunami will hit. However, if a powerful enough earthquake occurs, scientists can issue a warning or a watch. A warning means that a tsunami will very likely hit soon. A watch means that conditions are favorable for a tsunami. When people are notified about a watch or a warning, they have more time to prepare. It is best not to get caught unaware when a tsunami is on the way!

**Questions**

- 1) In paragraph 1, the elephants are most likely acting strange because they
  - A. are not used to seeing fish
  - B. dislike the water
  - C. can sense something out of the ordinary
  - D. see the ocean drawing back from the beaches
- 2) This passage is mostly about
  - A. how to prepare for tsunamis
  - B. scientists who predict tsunami waves
  - C. similarities and differences between wave types
  - D. causes and effects of tsunamis
- 3) As used paragraph 2, **displaced** most nearly means
  - A. moved out of normal place
  - B. pushed by human force
  - C. sloshed around quickly
  - D. pulled to great heights

4) After reading the passage, we can conclude that a tsunami

- A. watch is more serious than a warning
- B. warning is more serious than a watch
- C. warning and watch are equally serious
- D. warning and watch both mean a tsunami has formed

5) Tsunamis cause so much destruction because they

- A. cannot be predicted by scientists
- B. break on the coast, unlike normal waves
- C. are caused by volcanoes, landslides and meteorites
- D. can be as tall as a ten-story building

## • Reading Comprehension 8 Level 4

**Directions:** Read the passage. Then answer the questions below.

Where does chocolate come from? Believe it or not, it grows on trees. Not as a sweet chocolate candy bar wrapped in foil, but as a cocoa bean.

These cocoa beans grow on a cacao tree, which is found in tropical areas such as Central and South America. The fruit of these trees are called pods, and they are long and hard. Inside the pods is a soft, white pulp that surrounds the thirty or so seeds. These seeds are what we call cocoa beans. They are very hard and bitter to the taste.

To make chocolate, people start by carefully taking the beans out of the pods, still covered in the white pulp, and leaving them in a bucket. The bucket is often covered with banana leaves and left for anywhere from a few days to a few weeks. This process is called fermenting. Then the beans are left to dry in the sun. Fermenting and drying the beans makes them less bitter. Then the beans are shipped to a factory to be turned into chocolate.

At the factory, beans are roasted in ovens to bring out their flavor. After roasting, the outer covering of the bean is removed. The inner bean is then crushed to form a paste known as chocolate liquor.

From this paste, people can either make cocoa powder or the chocolate we buy in stores. To make cocoa powder, the paste is crushed and pressed repeatedly to remove the fat, leaving behind only a dry, ground powder. To make chocolate, people need to add other ingredients to the paste such as milk, sugar, and cocoa butter. They then mix and heat the concoction several times to create a substance we would recognize as chocolate. It may even have fruit, nuts, or candy added to it before it is molded into a shape.

Considering all that must happen to turn a bitter cocoa bean into a chocolate bar, a dollar seems like a small price to pay for such a delicious sweet treat.

### Questions

1) To make chocolate, what is the first thing people must do to the cocoa beans?

- A. leave them in a bucket
- B. roast them in an oven
- C. dry them in the sun
- D. ship them to the factory

2) After reading this passage, what can the reader conclude about chocolate?

- A. Chocolate is only made in Central and South America.
- B. People could make their own chocolate at home.
- C. There are many steps involved in making chocolate.
- D. It is too expensive to make chocolate.

- 3) According to the passage, which of these items is needed to make the chocolate that is available in stores?
- A. fruit
  - B. nuts
  - C. candy
  - D. sugar
- 4) As used in paragraph 5, which of the following best describes a **concoction**?
- A. To make the smoothie, Daryl blended strawberries, bananas, yogurt, and juice.
  - B. When Jenna left the room, the pot of milk boiled for twenty minutes before boiling over.
  - C. A sprinkle of powdered sugar on top makes everything sweeter.
  - D. Elaine heated the lasagna, froze it, and then heated it again before serving it two weeks later.
- 5) Based on information in the passage, it can be understood that the chocolate sold in stores is different from cocoa beans because chocolate is
- A. sweet and cocoa beans are bitter
  - B. cheap and cocoa beans are expensive
  - C. a dry powder and cocoa beans are not
  - D. uncooked and cocoa beans are cooked

## • Reading Comprehension 1 Level 5

**Directions:** Read the passage. Then answer the questions below.

Marcia says that all of her friends have a cell phone, but Marcia's mom doesn't want to buy her one. Marcia's mom doesn't want Marcia to play video games either. What is more, the Internet scares her. Marcia's mom says, "If Marcia has a cell phone, how do we know whom she is talking to? Video games are bad for you. The Internet is dangerous and uncontrolled. **It's like having a gun in the house.** We should just ban her from using the computer, and I'm not buying her a cell phone until she is eighteen. This is the only way we can be sure that Marcia is safe."

Marcia's dad disagrees with Marcia's mom. Although he agrees that there are some dangers to it, he likes the Internet, and finds it to be very useful. "The trouble is," he says, "**We just can't stop Marcia from using the Internet, as this would put her at a disadvantage.**" What is more, I like video games. I think that, when played in moderation, they are fun. Obviously, it is not good to play them without restraint or self-control. **Finally, I think Marcia needs a cell phone.** We can't take these things away."

### Questions

- 1) Which of the following best describes the difference between Marcia's mom and Marcia's dad?
  - A. Mom wants to ban Marcia from using the computer, while dad likes to play video games.
  - B. Mom thinks technology is dangerous, while dad thinks it can be useful.
  - C. Mom cares little about Marcia's future, while dad is very supportive.
  - D. Mom is very strict while Dad is open minded.
- 2) Which of the following best describes the similarity between Marcia's mom and Marcia's dad?
  - A. Mom and dad both like technology.
  - B. Mom and dad both think video games are bad.
  - C. Mom and dad both think the internet is dangerous.
  - D. Mom and dad both care about Marcia's wellbeing.
- 3) In paragraph 1, Marcia's mom says, "It's like having a gun in the house." She says this in order to
  - A. support the idea that the Internet is dangerous
  - B. reject the claim that guns can be safe if used responsibly
  - C. encourage Marcia's dad to purchase a gun
  - D. explain why the Internet is uncontrolled
- 4) In paragraph 2, Marcia's dad says, "We just can't stop Marcia from using the Internet, as this would put her at a disadvantage." What does Marcia's dad mean by this?
  - A. Marcia needs to learn how to use the internet if she wants to have friends in the future.
  - B. Marcia should not stop using the internet because this will seriously slow her learning.
  - C. If a person's ability to use the internet becomes important in the future, Marcia will be at a loss.
  - D. If Marcia does not learn to use the internet on her own, then she will never learn to recognize its dangers.

- 5) In paragraph 2, Marcia's dad says, "Finally, I think Marcia needs a cell phone." Given what you know about Marcia's mom's concerns, what is the best reason Marcia's dad can provide to convince Marcia's mom that Marcia needs a cell phone?
- A. Marcia can use her cell phone to talk to her friends, instead of needing to borrow one of ours.
  - B. Having a cell phone will teach Marcia how to use new technology.
  - C. Because all of her friends have one, it would be unfair to disallow Marcia to have a cell phone.
  - D. If Marcia's is in trouble she can use her cell phone to call for help.
- 6) Which of the following describes a level of game play that Marcia's dad would disapprove of?
- A. On Saturday, Marcia plays video games all evening. The next day, she wakes up early and goes for a walk through the woods near her house. When her friend calls Marcia, they talk about the what they are going to wear to school on Monday.
  - B. Marcia plays video games for an hour or two. Then she eats lunch and meets her friends at the skating rink. That night, Marcia and her friends go to see a movie.
  - C. Marcia plays video games all morning. When her friends ask her to come play outside, Marcia tells them that she is too busy and continues to play.
  - D. Marcia plays video games for an hour every day for five days straight. During these days, she does not watch any TV.
- 7) Marcia's mom can best be described as
- A. ridiculous
  - B. careful
  - C. cruel
  - D. rude
- 8) Marcia's dad can best be described as
- A. shameless
  - B. foolish
  - C. wild
  - D. reasonable
- 9) Which of the following would be the best way for Marcia to change the way her mom thinks about technology?
- A. Read her a newspaper article that talks about the importance of technology.
  - B. Provide her an instruction manual detailing how the latest cell phone functions.
  - C. Take her to the library and show her the top five most popular internet websites.
  - D. Spend the weekend playing video games with her.

## • Reading Comprehension 2 Level 5

**Directions:** Read the passage. Then answer the questions below.

Have you ever heard someone use the phrase “once in a blue moon?” People use this **expression** to describe something that they do not do very often. For example, someone might say that he tries to avoid eating sweets because they are unhealthy, but will eat chocolate “once in a blue moon.” Or someone who does not usually like to go to the beach might say “I visit the shore once in a blue moon.” While many people use this phrase, not everyone knows the meaning behind it.

The first thing to know is that the moon itself is never actually blue. This is just an expression. The phrase “blue moon” actually has to do with the shape of the moon, not the color.

As the moon travels around the earth, it appears to change shape. We associate certain names with certain shapes of the moon. For example, when we can see a small part of the moon, it is called a **crescent** moon. A crescent is a shape that looks like the tip of a fingernail. When we cannot see the moon at all, it is called a new moon. When we can see the entire moon, it is called a full moon. Usually, there is only one full moon every month. Sometimes, however, there will be two full moons in one month. When this happens, the second full moon is called a “blue moon.”

Over the next 20 years, there will only be 15 blue moons. As you can see, a blue moon is a very rare event. This fact has led people to use the expression “once in a blue moon” to describe other very rare events in their lives.

### Questions

- 1) Which of the following would be a good example of someone doing something “once in a blue moon”?
  - A. Mary likes to go to the mountains every weekend. Mary goes to the mountains once in a blue moon.
  - B. Tom rarely remembers to take out the trash. Tom takes out the trash once in a blue moon.
  - C. Cindy hates to wash the dishes. Nevertheless, she does it every day. Cindy washes the dishes once in a blue moon.
  - D. Ming sometimes forgets to do his homework. Ming forgets to do his homework once in a blue moon.
- 2) When does a blue moon happen in nature?
  - A. when there are two full moons in one month
  - B. when the moon has a blue color
  - C. when we cannot see the moon at all
  - D. when we can only see a small part of the moon

- 3) Using the passage as a guide, it can be understood that which of the following sentences does not contain an **expression**?
- A. Thomas has lost his mind.
  - B. An apple a day keeps the doctor away.
  - C. I'll mow the grass after I finish my homework.
  - D. It's never a bad time to start something new.
- 4) As described in paragraph 3, what is another example of something that has a **crescent** shape?
- A. your thumb
  - B. a distant star
  - C. the letter "C"
  - D. the letter "H"
- 5) In the final paragraph, the author states: "Over the next 20 years, there will only be 15 blue moons." This means that over the next 20 years, a blue moon will happen
- A. once a year
  - B. less than once a year
  - C. more than once a year
  - D. not enough information is provided
- 6) As used in the final paragraph, which is the best antonym for **rare**?
- A. common
  - B. strange
  - C. colorful
  - D. infrequent
- 7) In the final paragraph the author writes, "As you can see, a blue moon is a very rare event." The purpose of this statement is to
- A. answer an earlier question
  - B. provide an example
  - C. support an upcoming conclusion
  - D. challenge a previous statement

## • Reading Comprehension 3 Level 5

**Directions:** Read the passage. Then answer the questions below.

Many people who are looking to get a pet dog get a puppy. There are many reasons why people get puppies. After all, puppies are cute, friendly, and playful. But even though puppies make good pets, there are good reasons why you should consider getting an adult dog instead.

When you get a puppy, you have to teach it how to **behave**. You have to make sure that the puppy is **housebroken** so that it does not go to the bathroom inside the house. You have to teach the puppy not to jump up on your guests or chew on your shoes. You have to train the puppy to walk on a leash. This is a lot of work.

**On the other hand**, when you get an adult dog, there is a good chance that it will already know how to do all of the previously mentioned things. Many adult dogs have already been housebroken. Many adult dogs will not jump on or chew things that you do not want them to jump on or chew. Many adult dogs will be able to walk on a leash without pulling you to the other side of the street.

Puppies also have a lot of energy and want to play all of the time. This can be fun, but you might not want to play as much as your puppy does. Puppies will not always sleep through the night or let you **relax** as you watch television.

**On the other hand**, most adult dogs will wait on you to play. What is more, they will sleep when you are sleeping and are happy to watch television on the couch right beside you.

There is one last reason why you should get an adult dog instead of a puppy. When most people go to the pound to get a dog, they get a puppy. This means that **many adult dogs spend a lot of time in the pound, and some never find good homes**. So if you are looking to get a dog for a pet, you should think about getting an adult dog. They are good pets who need good homes.

### Questions

- 1) The author apparently thinks that puppies are
  - A. bad pets because they take too much work to own
  - B. friendly, playful, and a lot of work
  - C. not as cute as adult dogs
  - D. not as playful as adult dogs
- 2) As used in paragraph 2, which is the best synonym for **behave**?
  - A. listen
  - B. understand
  - C. train
  - D. act
- 3) The main purpose of paragraph 2 is to explain how puppies
  - A. are very immature
  - B. do not make good pets
  - C. can be very destructive
  - D. are a lot of work

- 4) As used in paragraph 2, which is the best example of a dog that is **housebroken**?
- A. Spot goes outside to use the bathroom.
  - B. Rex always breaks things inside of the house.
  - C. Rover never jumps on guests.
  - D. Muffin chews on people's shoes.
- 5) According to the passage, why are adult dogs easier to take care of than puppies?
- I. Puppies need to learn how to walk nicely on a leash.
  - II. Adult dogs have less energy than puppies do.
  - III. It is harder for adult dogs to find a home than it is for puppies.
- A. I only
  - B. I and II only
  - C. II and III only
  - D. I, II, and III
- 6) Based on information in the passage, which of the following statements is false?
- A. Puppies have a lot of energy.
  - B. Puppies need a lot of attention.
  - C. Adult dogs do not like to play.
  - D. Adult dogs do not need eat very much.
- 7) As used in paragraph 4, which is the best synonym for **relax**?
- A. work
  - B. leave
  - C. play
  - D. rest
- 8) The author begins paragraphs 3 and 5 with the phrase, "On the other hand." This phrase is used to
- A. highlight an example
  - B. contrast previous information
  - C. contradict a later statement
  - D. support the upcoming paragraph
- 9) In the final paragraph, the author says, "many adult dogs spend a lot of time in the pound, and some never find good homes." Based on what you have read in the passage, why is this most likely the case?
- A. People see adult dogs as unhappy and dangerous, while they see puppies as cute and friendly.
  - B. People understand that most adult dogs still need to a lot of training before they understand how to behave properly.
  - C. People think that puppies are cute and playful and do not always think about how much work it will take to train them.
  - D. People do not want to get a dog that does not have much time left to live.
- 10) Based on information in the passage, it can be understood that someone who owns a puppy must be
- A. strict
  - B. serious
  - C. careful
  - D. responsible

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