

NAME _____ DATE _____

40

Comprehension: _____

Vocabulary: _____

10

22

Scott Foresman

Benchmark Test Grammar: _____

8

Unit 3

Patterns in Nature



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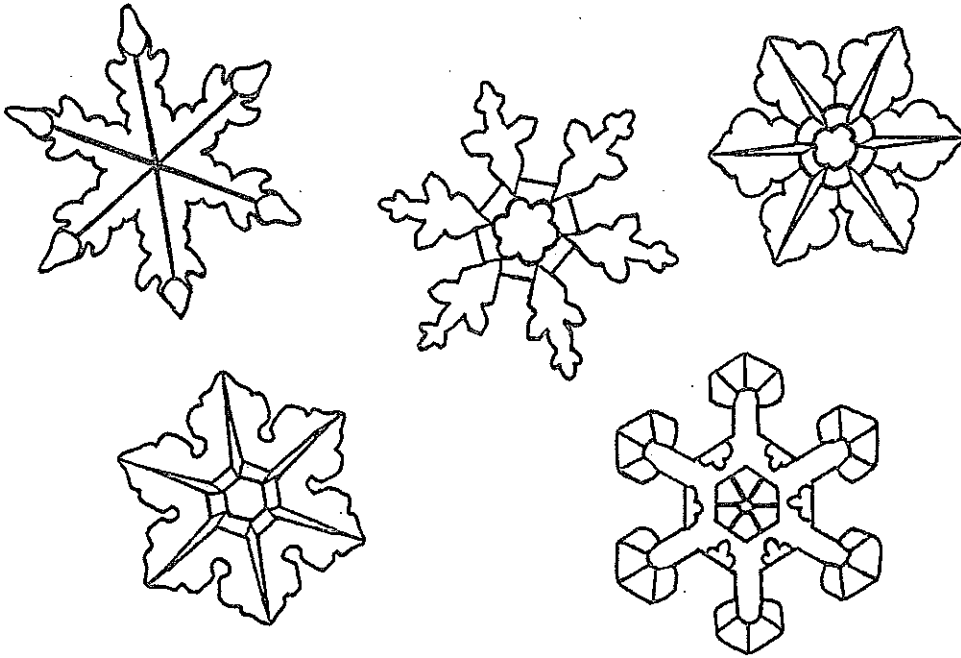
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PART 1: COMPREHENSION

Directions

Think about the beauty of individual snowflakes and read this selection about them. Then do Numbers 1 through 11.

Snowflakes



It's been said that no two snowflakes are alike. But how could anyone know? Who could count all the snowflakes that fall each winter in Alaska? If you haven't seen them all, how would you know that no two snowflakes were the same?

Kenneth Libbrecht, who has spent years studying snowflakes, has been asked this question. Based on his years as a scientist, he thinks no two snowflakes are exactly alike, but realizes that telling them apart is difficult.

That does not mean that snowflakes don't look the same to the human eye. They often do. Even someone looking at a snowflake through a normal microscope won't notice differences between snowflakes. It takes a very powerful microscope to show those differences.

One thing is certain: all snowflakes are beautiful. They come in dozens of shapes and types. Think of them as frozen pieces of art that are very small. Their many shapes, seen in photographs made through a microscope, are truly fascinating and lovely.

The closer you look at any pair of snowflakes, the more you see they are not the same. It's the same as when you look at other things that are supposed to look alike. Like identical twins. If you look at the faces of twins from thirty feet away, you can't see any difference. Look closely enough and you are sure to discover that they are not exactly the same.

What's really interesting about snowflakes is that you could be part of one. Water evaporates from your skin and is also carried in the air you breathe out. The water that leaves your body and goes into the air could someday come back to earth as rain or snow. That tiny snowflake that falls on your nose could have started out right there.

Who cares if no two snowflakes are exactly the same? Isn't their beauty more interesting? Think of them as amazing tiny pieces of art that happen to be ice. Think of how they have been loved by poets and scientists and children playing in the snow for hundreds of years.

1 What is most likely the author's purpose in "Snowflakes"?

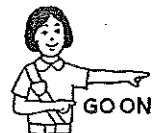
- A to show how most snowflakes are created
- B to explain what snowflakes look like
- C to share feelings and facts about snowflakes
- D to say why snowflakes are like art

2 According to the selection, what happens as you look closer and closer at a pair of snowflakes?

- F They seem to get larger and larger.
- G You notice the ways they are not alike.
- H They seem to be more beautiful.
- J You see the way they are melting.

3 What is the purpose of the first paragraph?

- A to answer questions that most readers have
- B to start readers thinking about snowflakes
- C to make readers imagine winter in Alaska
- D to show how much the author knows about snowflakes



4 The comments by Kenneth Libbrecht in the second paragraph show that this selection is an example of

- F** biography.
- G** nonfiction.
- H** fiction.
- J** poetry.

5 According to the selection, what do all snowflakes have in common?

- A** size
- B** beauty
- C** weight
- D** shape

6 According to the selection, which activity could make you part of a snowstorm?

- F** watching the weather on television
- G** looking into a microscope
- H** taking a very long shower
- J** running a mile outside for exercise

7 What makes Kenneth Libbrecht an expert on snowflakes?

- A** He thinks that each snowflake is special.
- B** He has studied snowflakes for a long time.
- C** He thinks snowflakes are very beautiful.
- D** He has traveled to Alaska to study snowflakes.

8 What is the main purpose of paragraph five?

- F** to tell a way that twins are like snowflakes
- G** to show how twins are not like snowflakes
- H** to prove that no two snowflakes are alike
- J** to give an example of small differences

9 According to the selection, what would make a poet want to write a poem about snowflakes?

- A** an interest in the weather
- B** a knowledge of their popularity
- C** an interest in how they look
- D** a memory of a childhood event

10

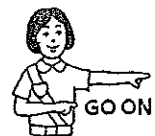
What is the main idea of the last paragraph?

- F** We should enjoy snowflakes for what they are.
- G** We should tell people that snowflakes are art.
- H** Snowflakes have been popular for hundreds of years.
- J** Snowflakes are something that all children like.

11

Who would be most able to show the differences between two snowflakes?

- A** twins
- B** children
- C** a scientist
- D** a poet



Directions

Read this selection about how animals use camouflage to blend in with their surroundings. Then do Numbers 12 through 22.

Blending In



One of the ways I stay alive is by blending into the woods where I live. Right now it is autumn. I am standing with five other deer from my herd, deep in a wooded area of a state park. I can hear people coming, hiking down a trail. They are very far away right now, but they are getting closer. We are all listening and watching.

These hikers would love to see us, but they probably won't. We blend in with the fallen leaves and fir tree bark and the overall color of our habitat. The other animals around us—rabbits and squirrels, mostly—blend in too. We prefer to live unnoticed, blending in with our surroundings. Being camouflaged makes our lives easier.

The hikers are now about fifty feet away, but they do not notice us. They are busy talking and enjoying themselves while we are completely still. We can see them and hear them and smell them, but they walk by without knowing we are here. Even if they stood and stared in our direction, it might take them a while to make out our shapes. We are completely still.



Other animals here in this forest change color depending on the season. There is a rabbit that is grayish-brown in summer, but turns white in winter. Changing color makes it a lot harder for the foxes and owls to see her, just as my fur makes it harder for mountain lions to spot me in the forest.

One of the strangest insects I see in the woods is called the walking stick. I have seen them up close, but only when they move. They look so much like an actual twig on a tree that it's hard to believe they aren't made of wood. You can be one foot away from a walking stick and never even know it's there. The walking stick uses this camouflage for the same reason I do: it keeps us alive.

Not all of us can fight our enemies. Often we cannot outrun them, either. To keep from becoming food, we use whatever strategies we can to keep ourselves safe. For me and for many other forest animals, camouflage is the answer. It helps us to live longer and happier lives. Nobody wants to be somebody else's dinner.

12 Who is the narrator of this selection?

- F a hiker
- G a park ranger
- H a forest animal
- J a scientist

13 What causes the deer in the forest to stand still?

- A They cannot outrun a mountain lion.
- B They do not want to be seen.
- C They are resting.
- D They are eating.

14 What is one reason that the hikers did not see the deer?

- F The hikers were talking to each other.
- G The hikers were walking too fast.
- H The hikers were watching where they walked.
- J The hikers were looking for different animals.

15 Based on the selection, you can generalize that

- A all animals use camouflage to hide from their enemies.
- B many animals use camouflage to hide from their enemies.
- C most animals can outrun their enemies.
- D no animals fight their enemies to stay alive.

16 What makes the walking stick blend in with the woods?

- F It never moves.
- G It is very small.
- H It looks like a twig.
- J It is made of wood.

17 What is the main purpose of the last paragraph?

- A to describe the meaning of camouflage
- B to explain why animals like to stay alive
- C to give reasons why animals use camouflage
- D to show that some animals eat other animals

18 What allows animals to blend in with the forest?

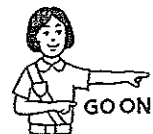
- F their senses
- G their diet
- H their size
- J their colors

19 What causes the rabbit mentioned in the fourth paragraph to change color?

- A fear
- B foxes
- C seasons
- D noise

20 Using camouflage is best described as

- F a survival strategy.
- G an escape tactic.
- H a feeding pattern.
- J an insect behavior.



21

Camouflage helps an animal

- A** stay alive in the winter.
- B** blend into its surroundings.
- C** run fast and catch its prey.
- D** eat well and sleep well.

22

Even with good camouflage an animal must

- F** remain very still.
- G** walk carefully.
- H** learn to fight.
- J** stay close to trees.

PART 2: VOCABULARY

Directions

Mark your answer choice for Numbers 23 through 32.

23 Which word fits best in the following sentence?

The rabbit's _____ is white.

- A fur
- B far
- C for
- D fir

24 Which sentence is correct?

- F I am going to right a letter.
- G Sue wears a ring on her write hand.
- H Joe likes to right his papers in ink.
- J All your answers were right.

25 Snowflakes' many shapes are truly *fascinating* and lovely. What does *fascinating* mean?

- A charming
- B alike
- C silent
- D close

26 "Blending In" is about how animals use *camouflage*. An example of *camouflage* is

- F an eagle's wide-spread wings.
- G an owl's sharp eyes.
- H a polar bear's white fur.
- J a squirrel's bushy tail.

27 What is the suffix of the word *beautiful*?

- A beau
- B beauti
- C ul
- D ful

28

Think of snowflakes as *amazing* tiny pieces of art that happen to be ice. What is the meaning of *amazing*?

- F small
- G thin
- H expensive
- J wonderful

29

Which meaning of the word *spot* is used in the following sentence?

It makes it a lot harder for the foxes and owls to see her, just as my fur makes it harder for mountain lions to spot me in the forest.

- A notice
- B place
- C stain
- D mark

30

What does the prefix *un-* in *unnoticed* mean?

- F very
- G not
- H little
- J never

31

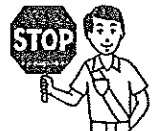
Water *evaporates* from your skin. The word *evaporates* means

- A changes to ice.
- B changes to a gas.
- C drips off.
- D sinks in.

32

You can be one *foot* away from a walking stick and never know it's there. In this sentence, what does *foot* mean?

- F the bottom of a hill
- G a measure of length
- H the end part of a leg
- J a seat at a table



PART 3: GRAMMAR, USAGE, MECHANICS

Directions

Mark your answer choice for Numbers 33 through 40.

For Numbers 33 through 36, which word fits best in the sentence?

33 Why did John _____ the back porch?

- A sweeping
- B swept
- C sweep
- D sweeps

38 Which sentence is written correctly?

- F They spins the big wheel three times.
- G They spinning the big wheel three times.
- H They spinned the big wheel three times.
- J They had spun the big wheel three times.

34 Serena _____ her shoulders.

- F shrugging
- G have shrugged
- H shrugged
- J shrug

39 Which sentence is written correctly?

- A Will you please point out the correct answer?
- B Will you please pointing out the correct answer?
- C Will you please pointed out the correct answer?
- D Will you please to point out the correct answer?

35 Marc _____ the idea of moving to a new city.

- A does enjoying
- B have enjoyed
- C was enjoyed
- D is enjoying

40 Which sentence is written correctly?

- F He kick the football over the fence.
- G She have kicked the football over the fence.
- H He kicked the football over the fence.
- J He kicking the football over the fence.

36 Toni and Bette _____ friends.

- F is
- G was
- H are
- J am

37 Which sentence is written correctly?

- A John explores the room and finds his keys.
- B John exploring the room and find his keys.
- C John explore the room and find his keys.
- D John will explore the room and finding his keys.