



## International School of Monterrey

### Elementary School Trimester 2 Final Exam

### 6<sup>th</sup> Grade Reading

Name: \_\_\_\_\_ Date: \_\_\_\_\_ List #: \_\_\_\_ - \_\_\_\_

- I. **Directions: Read each passage. Then answer each question carefully by choosing the best answer. Remember only one of the choices provided is the correct answer. (16 pts.)**

#### Walking on the Moon

When I was in 4th grade, I got to take a trip to the moon. I remember the day like it was yesterday. It was one of the strangest experiences I'd ever had.

It all started when Miss Fritz, our fourth grade science teacher, was showing a video about the solar system and different planets. Halfway through the video, I noticed a sparkling metal disc, about the size of a quarter, lying on the floor. I kept trying to pay attention to the video, but found myself reaching over to pick up the shiny disk that was next to my desk.

As soon as I touched the metal disk, something strange happened. I wasn't in the classroom anymore. I was **hovering** in the air, way above the school. I could see the whole town, or rather the rooftops of the whole town. I was a little nervous, but also pretty excited. What was happening? How could I be floating?

It was then I remembered the metal disk I'd picked up from the floor earlier. Did it have something to do with the strange things that were happening to me right now? I opened my palm and looked closely at the disk. On the disk were the words:

*"Floating through the air, like a helium filled balloon, your travels will not stop, until you reach the moon."*

The next thing I knew, I was soaring through space, dodging satellites and asteroids. Oddly enough, I wasn't cold and I was able to breathe just fine. Before I knew it, I was standing on the moon. It was amazing! It looked very different than Earth. No trees, water, or houses. There wasn't even any wind.

For each step I took I would bounce way up into the air. Every step I took left a huge footprint in the dust. I had to be careful and make sure I didn't jump into a crater because I wasn't sure if I'd be able to get out. Sometimes I couldn't even see the bottom.

I was **bounding** over to something in the distance that looked very out of place. When I got there, I realized it was a flag. On the flag were the words:

*"To go to Earth, close your eyes and think of what you've learned. You will find in no time at all, you will be returned."*

I wasn't sure I wanted to go back just yet, but I knew it might get dark soon and I didn't want to be on the moon by myself in the dark. I decided to close my eyes and think of the weather and other characteristics of the moon I'd learned that day.

When I opened my eyes I was sitting in my desk in my science classroom. Miss Fritz was turning on the lights because the video was over. I sat there wondering about what just happened. I opened my hand to look at the metal disk, but it was gone! Did I really take a trip to the moon or was it just a dream?

- \_\_\_\_\_ 1. What is the setting at the beginning of the story?
- A. Saturn.
  - B. Outer space.
  - C. A town.
  - D. A science classroom
- \_\_\_\_\_ 2. In the sentence, "I was **hovering** in the air, way above the school," what does the word **hovering** mean?
- A. Floating.
  - B. Dreaming.
  - C. Walking.
  - D. Jumping.
- \_\_\_\_\_ 3. Why are the words "*Floating through the air, like a helium filled balloon, your travels will not stop, until you reach the moon*" written in italics?
- A. The teacher thinks they are important.
  - B. They are words the student says.
  - C. They are words from the video.
  - D. The words on the disk are important.
- \_\_\_\_\_ 4. In which sentence does the word **bound** have the same meaning as in the sentence "I was **bounding** over to something in the distance ..."?

- A. The sticks were bound in a bundle.
  - B. The rabbit will bound through the field.
  - C. My book was bound at the printers.
  - D. There is bound to be a change of plans.
- \_\_\_\_\_ 5. Why does the main character NOT know if the moon trip really happened?
- A. The main character was sitting in a desk when the video ended.
  - B. The metal disk was gone and the main character did not have any proof.
  - C. The main character had difficulty remembering the order of events.
  - D. The solar system video is still being shown.
- \_\_\_\_\_ 6. Which event happens first in the story?
- A. The main character is hovering above the town.
  - B. The main character reads the words on the disk.
  - C. The main character picks up a sparkling metal disk.
  - D. The main character is sitting at a desk.
- \_\_\_\_\_ 7. What would be another title for the passage?
- A. The Great Class Field Trip.
  - B. The Living Moon.
  - C. The Magic Metal Disk.
  - D. The Solar System.

### **Living Off the Earth**

Imagine a life quite different from the one you live. Imagine there are no ready-made houses or clothing. Imagine that you can't just go out and buy food or medicine, because there are no stores. Instead, you must depend on what nature offers. How would you get along? What would you do?

The ways that Native Americans lived can give some answers. Two hundred to three hundred years ago, the people who lived in the area that is now the United States made their homes and clothing from what the earth supplied. They used plants for medicine, and they caught or gathered all their food.



## Shelters and Clothing

Some Native American tribes lived where there was plenty of food. These people stayed in one place and used wood, stones, mud, or clay to build homes that would last a long time. Other tribes, such as the Apache, moved often in search of food. They needed shelters they could take with them, so they built tipis. It was easy to move a tipi. The Native Americans could take down the tipis and put the long poles of wood and buffalo skins onto a travois. This was a sled that a horse pulled.

Some Native Americans made clothing and shoes called "moccasins" from animal skins. In the southwestern areas, the Pueblo people made clothing from cotton they grew and wove into yarn. The Navajo people wove wool into blankets and rugs. Along the northwestern coast, the Chinook tribe was one of several tribes that made clothing from the bark of the cedar tree.

Native Americans needed tools in order to build shelters, to make clothing, and to grow, hunt, and prepare food.

## Tool Time

Where there were trees, people used wood to create bows, arrows, spears, and digging sticks. A digging stick was a piece of hard wood about three feet long. People stripped the stick of all bark and sharpened one end into a point. They poked holes into the ground for planting seeds. These sticks also lifted out roots and dug up plants that could be eaten.

Some people made tools from stone, too. They found rocks along riverbanks, lakeshores, and ocean coasts. From these stones, Native Americans made hammers, farming tools, and the heads of axes and arrows. They used thin, sharp pieces of stone to cut meat. They also scraped animal **hides** to make leather.

Bone was another **useful** material for making tools. People made sewing needles out of animal bones. They also made awls. An awl had a slim handle and a sharp point. People used awls for punching holes in leather. They could then sew the leather into tipi coverings, clothing, or moccasins.

## Tying Things Up

In order to sew, fish, or tie things together, Native Americans made their own rope, cord, string, and line. Many plants are made of fiber, a material that is like thread. People twisted, rolled, or braided strands of fiber together. More fiber could be twisted to the ends of these strands. The string or rope could be as long as people needed.

Some Native Americans also made cords from the sinew of animals. **Sinew** is the stretchy band of tissue that fastens a muscle to a bone.

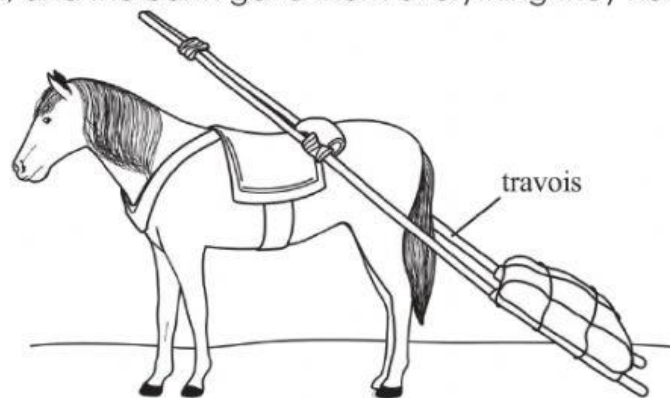
### Plenty of Plants

Native Americans ate plants, of course. But they also used many plants as medicine. And when water wasn't easy to find in the southwestern desert, people in that area knew to cut open a cactus. There would be water inside.

A fistful of dry grass could mop up morning dew from rocks and plants. The water would then be squeezed from the grass into a jug or pot.

A plant with many uses was the cattail. This plant grows in wet areas. The top of the cattail looks like a brown, fuzzy sausage. The western Paiute tribe was one tribe that twisted the plant's leaves into rope or wove them into baskets, mats, cradles, and hats. The fluffy part inside the head of the cattail made great diaper material and bandages.

Life for most people in the United States is quite a bit different today. With department stores and supermarkets, people don't have to make many of the things they use. But the Native Americans did, and the earth gave them everything they needed.



- \_\_\_\_\_ 8. Why does the author begin by having the readers imagine they are Native Americans?
- A. To express the main idea of the text.
  - B. To summarize the text.
  - C. To catch the reader's attention.
  - D. To persuade the reader to live a different life.

- \_\_\_\_\_ 9. Why does the author use bold headings to separate some of the paragraphs?
- A. To locate supporting details in the paragraphs.
  - B. To compare and contrast different topics.
  - C. To show the main idea of a group of paragraphs.
  - D. To show the order of events as they happened.
- \_\_\_\_\_ 10. How were the Navajo and the Paiute tribes similar?
- A. Both tribes used weaving in their daily lives.
  - B. Both tribes made clay pottery.
  - C. Both tribes used cattails in their daily lives.
  - D. Both tribes traded horses with other tribes.
- \_\_\_\_\_ 11. Under the heading, **Tool Time**, what does the word **useful** mean?
- A. Not used much.
  - B. Full of use.
  - C. Used again.
  - D. Rarely use.
- \_\_\_\_\_ 12. "They also scraped animal **hides** to make leather." In which sentence does the word **hide** have the same meaning?
- A. The animal will hide when it hears the enemy.
  - B. The tipi was made from soft smooth buffalo hide.
  - C. The Native American children played hide and seek.
  - D. Native Americans hide in shelters when buffalo come.
- \_\_\_\_\_ 13. What is **sinew**?
- A. Stretchy band of tissue.
  - B. A kind of yarn.
  - C. Tool with a slim handle.
  - D. Rocks along riverbanks.
- \_\_\_\_\_ 14. What is the main idea of the last paragraph?



- A. Today, life for many people is different than long ago.
- B. People do not have to make the things they use.
- C. Department stores supply us with most things we use.
- D. People today can find the food they need in supermarkets.

\_\_\_\_\_ 15. What could another title be for the passage?

- A. Native Americans and Their Tools.
- B. The Tipi and the Travois.
- C. Important Native American Words.
- D. How Native Americans Lived.

\_\_\_\_\_ 16. What was the author's purpose for writing the passage?

- A. To teach about cattails.
- B. To teach about Native Americans.
- C. To teach how to make fabric.
- D. To teach how to use rocks.

**II. Directions: Answer the following questions with complete sentence. Use capital letters and punctuation marks. (4 pts.)**

In the story of "Judy Parsons, Girl Detective",

17. Who is the detective?

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18. What are the clues at the beginning of the story?

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19. What happens in the middle of the story?

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20. What is discovered at the end of the story?

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