

A Quick-Study® Program

Book

1

# TEST... READY®

SCIENCE

- **REVIEWS**  
*Key Science Concepts*
- **IMPROVES**  
*Science Assessment Scores*
- **DEVELOPS**  
*Test-Taking Skills*

Name: \_\_\_\_\_



**CURRICULUM ASSOCIATES®**, Inc.

## For the Student

**TEST READY® Science** is a review program. It will give you practice answering different kinds of questions that are found on tests. Answering the questions will also give you a chance to show what you know about science.

Your teacher will tell you how to do the lessons and where to write your answers. Your teacher will also tell you when you are to begin work on each lesson part and when you are to stop.

Be sure to read all the directions and follow them. When the directions tell you to STOP, do not go any further. Wait for your teacher to tell you what to do.

You will find a **Testing Tip** in each lesson. Read these tips carefully. Think about the tips. They can help you become a better test taker.

## When You Use This Book

- Carefully follow all the directions.
- If you don't understand what you are to do, ask your teacher.
- Read all the answer choices before choosing your answer.
- Check your answer to be sure it makes sense.
- Fill in the answer circles carefully.
- If you have time, go back and check your answers.

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Written by Barbara Klemetti Mindell  
Illustrated by Leslie Alfred McGrath

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©2005—Curriculum Associates, Inc.  
North Billerica, MA 01862  
Phone: 800 225-0248 (U.S. & Canada)  
Fax: 800 366-1158 (U.S. & Canada)  
E-mail: [cainfo@curriculumassociates.com](mailto:cainfo@curriculumassociates.com)  
Web: [www.curriculumassociates.com](http://www.curriculumassociates.com)

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# Lesson 3



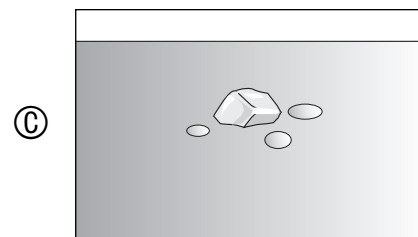
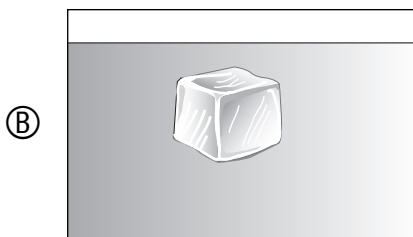
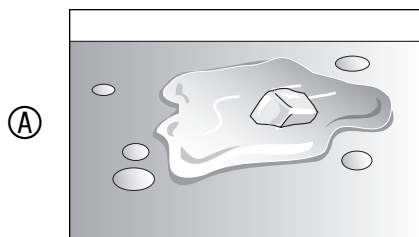
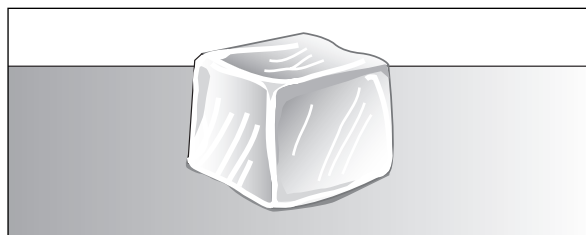
**Testing Tip** Cross out any answers you know are wrong.

## Part One

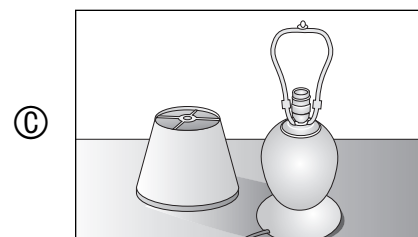
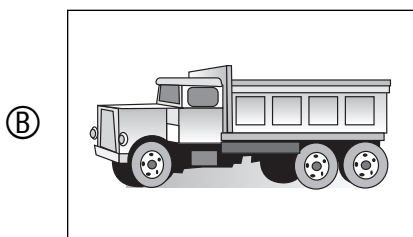
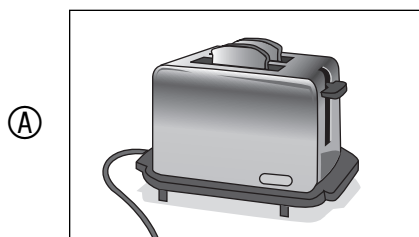
### Machines, Matter, and Energy

Fill in the circled letter of the best answer to questions 1–6.

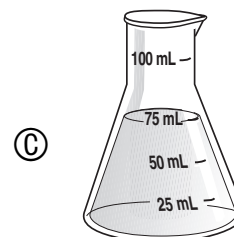
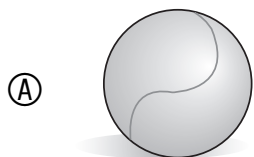
1. Look at the ice cube on a table. Which picture below shows what will happen to the ice cube in a few hours?



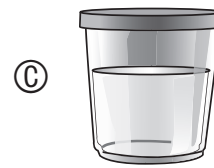
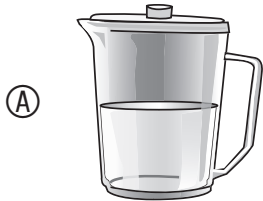
2. Which of these is missing an important part?



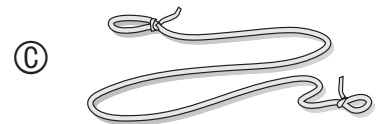
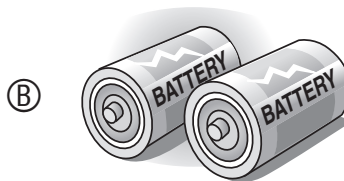
3. Which picture shows both a solid and a liquid?



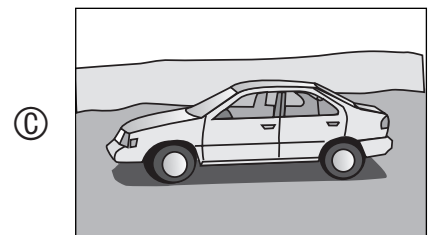
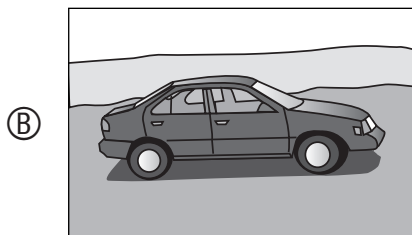
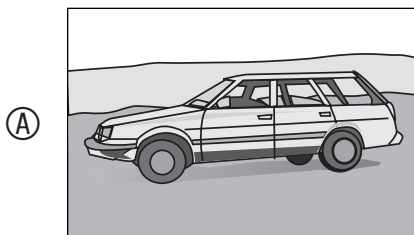
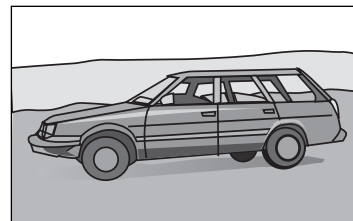
4. Which water would change most quickly to a gas?



5. Look at the yo-yo. Which picture below shows what is needed to make the yo-yo work?



6. Look at the car. Which picture below shows this car changed only in its color?



## Part Two

### Drawing a Picture About Matter

Draw a picture of a paper clip, a pen, or something else small.  
Write what it looks like and feels like.



# TEACHER GUIDE

Book

**1**

A Quick-Study® Program

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*Key Science Concepts*
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# For the Teacher

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## What is *TEST READY® Science*?

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*TEST READY Science* is an eight-level review program that provides practice in test-taking skills. The program promotes the learning of science by assessing knowledge of key science concepts that are commonly taught and evaluated in grades 1 through 8.

Each *TEST READY Science* student level is a 32-page book of ten lessons, a Practice Test, and an Answer Form. Each *TEST READY Science Teacher Guide* contains all the information needed to implement the program, an optional Pretest, and answers to the questions in the student book.

*TEST READY Science, Book 1*, reviews science skills and concepts usually introduced and developed in grade 1.

### Student Book

- The lessons focus on earth science, life science, physical science, investigations, mathematics in science, content reading, applying science skills, and interpreting pictures, charts, and diagrams. Each lesson includes six selected-response questions and one extended-response activity. Extended-response activities require students to use scientific thinking to organize, write, draw, and/or measure.
- The Practice Test assesses the same range of concepts and skills as the lessons. It allows students to experience the test-taking process.
- The Answer Form provides students with the opportunity to record answers on a form similar to those used with most standardized assessments.

### Teacher Guide

- An optional Pretest mirrors the Practice Test, assessing the same range of concepts and skills. The Pretest provides information about a student's science knowledge before he or she begins the program.
- Optional scripted text for administering the Pretest, the ten lessons, and the Practice Test replicates the test-taking situation.

- A Scope and Sequence chart of question types provides an outline of the science areas covered in the student book.

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## How does *TEST READY® Science, Book 1*, correlate to major standardized assessments and proficiency assessments?

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Major standardized assessments vary in content, format, and level of difficulty. *TEST READY Science* provides practice with a variety of commonly-used assessment formats and a wide range of grade-appropriate science concepts and skills that major standardized assessments and proficiency assessments evaluate.

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## How does *TEST READY® Science, Book 1*, correlate to the standard science curriculum?

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The content of *TEST READY Science, Book 1*, supports the National Science Education Standards, which are organized into the following eight categories: unifying concepts and processes, science as inquiry, physical science, life science, earth and space science, science and technology, science in personal and social perspectives, and history and nature of science. The science topics in *TEST READY Science, Book 1*, reflect the major content and skill areas listed in the Standards for grade 1 science curriculum.

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## Who should use *TEST READY® Science, Book 1*?

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*TEST READY Science, Book 1*, is appropriate for use

- with first-grade students preparing for standardized assessments and proficiency assessments.
- with second-grade students reviewing science content at the beginning of the school year in order to pinpoint mastered and unmastered concepts and skills.
- as a summer-school course of study for students who need further work with first-grade science content.

# Scope and Sequence—TEST READY® Science, Book 1

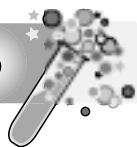
The boldfaced number indicates the lesson number; OP = Optional Pretest and PT = Practice Test.  
The numbers in parentheses indicate the question number.

<b>Skill</b>	<b>Lesson and Question Number</b>
<b>Earth Science</b>	<b>Focus of Lesson 1</b>
earth's surface and interior	<b>1</b> (3); <b>10</b> (1); <b>OP &amp; PT</b> (1, 16, 19, 20)
weather and climate	<b>1</b> (1, 2); <b>7</b> (3, 5); <b>10</b> (3); <b>OP &amp; PT</b> (17)
rocks and minerals	<b>1</b> (4, 5); <b>9</b> (4, 5, 6); <b>OP &amp; PT</b> (2)
solar system	<b>1</b> (6)
<b>Life Science</b>	<b>Focus of Lesson 2</b>
basic needs	<b>4</b> (5); <b>6</b> (1, 3); <b>8</b> (4, 6); <b>10</b> (2); <b>OP &amp; PT</b> (4, 13, 14, 15)
structure and function of plants and animals	<b>2</b> (1, 2, 3, 4, 5, 6); <b>6</b> (2, 4, 5, 6); <b>7</b> (2); <b>8</b> (1, 2, 3); <b>9</b> (1, 2, 3); <b>10</b> (6); <b>OP &amp; PT</b> (3, 8)
food cycle	<b>8</b> (4, 5, 6)
life cycle	<b>7</b> (1); <b>OP &amp; PT</b> (3)
<b>Machines, Energy, and Matter</b>	<b>Focus of Lesson 3</b>
physical or chemical change	<b>3</b> (1, 3, 4); <b>7</b> (4); <b>OP &amp; PT</b> (5)
electricity and magnetism	<b>4</b> (3, 4)
heat	<b>7</b> (3); <b>OP &amp; PT</b> (6)
work and machines	<b>3</b> (2, 6); <b>OP &amp; PT</b> (10, 11, 12)
energy	<b>3</b> (5); <b>OP &amp; PT</b> (1)
<b>Experiments and Observations</b>	<b>Focus of Lesson 4</b>
science processes and observations	<b>4</b> (1, 2); <b>7</b> (3, 4); <b>10</b> (4, 5); <b>OP &amp; PT</b> (20)
interpreting data	<b>4</b> (3, 6); <b>7</b> (5); <b>9</b> (1, 6); <b>OP &amp; PT</b> (19)
controlling variables	<b>4</b> (5)
predicting	<b>7</b> (5); <b>OP &amp; PT</b> (6)
communicating data	<b>4</b> (4)
<b>Using Math and Science</b>	<b>Cross Referenced in all Lessons, OP, and PT</b>
computation	<b>5</b> (3, 4, 5, 6); <b>OP &amp; PT</b> (7)
measurement	<b>5</b> (1, 2); <b>7</b> (3, 6); <b>OP &amp; PT</b> (9, 18)
math thinking	<b>5</b> (3); <b>OP &amp; PT</b> (20)



## Lesson 3

pages 5 and 6



### Part One

#### Machines, Matter, and Energy

Turn to page 5. Today, you are going to answer questions about machines, matter, and energy. First, put your finger on the Testing Tip at the top of the page. Read the Testing Tip to yourself while I read it aloud: Cross out any answers you know are wrong.

You are going to complete Part One of Lesson Three. Part One has six questions. Each question has three answer choices. You will choose the best answer.

I will read aloud the directions and questions. You will read to yourself as I read aloud.

#### Question 1

Find the directions at the top of the page. Read silently as I read aloud. Fill in the circled letter of the best answer to questions 1–6.

Put your finger on question 1. (If necessary, remind students to read silently as you read aloud.) Look at the ice cube on the table. Which picture below shows what will happen to the ice cube in a few hours? Look at the answer choices. Fill in the circled letter of the best answer. (Pause while students mark their answer.)

#### Question 2

Put your finger on question 2. Which of these is missing an important part? Look at the answer choices. Fill in the circled letter of the best answer. (Pause while students mark their answer.)

#### Question 3

Put your finger on question 3. Which picture shows both a solid and a liquid? Look at the answer choices. Fill in the circled letter of the best answer. (Pause while students mark their answer.)

#### Question 4

Turn to page 6. Put your finger on question 4. Which water would change most quickly to a gas? Look at the answer choices. Fill in the circled letter of the best answer. (Pause while students mark their answer.)

#### Question 5

Put your finger on question 5. Look at the yo-yo. Which picture below shows what is needed to make the yo-yo work? Look at the answer choices. Fill in the circled letter of the best answer. (Pause while students mark their answer.)

#### Question 6

Put your finger on question 6. Look at the car. Which picture below shows this car changed only in its color? Look at the answer choices. Fill in the circled letter of the best answer. (Pause while students mark their answer.)

### Part Two

#### Drawing a Picture About Matter

Turn to page 6. You will be drawing a picture about matter. Find the directions at the bottom of the page. (If necessary, remind students to read silently as you read aloud.) Draw a picture of a paper clip, a pen, or something else small. Write what it looks like and feels like.

First, plan what you will draw. Then draw your picture. Write what it looks and feels like. You will have 20 minutes to complete Part Two. When you have finished Part Two, STOP. Do not go on to the next page.

(Students complete Part Two by themselves. Allow 20 minutes.)

## Lesson 4

pages 7 and 8



### Part One

#### Investigations

Turn to page 7. Today, you are going to answer questions about investigations. First, put your finger on the Testing Tip at the top of the page. Read the Testing Tip to yourself while I read it aloud: Think like a scientist. This will help you answer some kinds of questions.

You are going to complete Part One of Lesson Four. Part One has six questions. Each question has three answer choices. You will choose the best answer.

# Sample Answers for Part Two: Pretest, Lessons, and Practice Test

## TEST READY® SCIENCE BOOK 1

### Sample Answers for Part Two

#### **Pretest Part Two** page 25 in this guide

*Answers will vary.*

Students can draw any three types of plants. They should write two ways the plants are alike, such as they are green, grow in soil, need sunlight, make food; they should write two ways they are different, such as one has leaves and the other has needles, one has red flowers and the other has white flowers, one has bark and the other has a stem, and so on.

#### **Lesson 1 Part Two** page 2

*Answers will vary.*

Students' pictures should show a landform or body of water near where the student lives—such as in the community, the neighboring communities, the home state, or nearby states. Students' sentences should reflect an understanding of the landform/body of water. The best sentences would describe the landform or body of water, naming it, and stating what it is and where it is found.

#### **Lesson 2 Part Two** page 4

*Answers will vary. Sample answer:*

An animal needs to eat food and drink water to live. An animal needs shelter from bad weather. An animal needs a safe place to raise its babies.

#### **Lesson 3 Part Two** page 6

*Answers will vary.*

Students' pictures can be of any small object. Students should describe what the object looks like (curvy, yellow, tiny, etc.) and what it feels like (sharp, stiff, rough, etc.).

#### **Lesson 4 Part Two** page 8

*Answers will vary.*

Students' pictures could include tools such as a thermometer, a weather vane, a computer, and a rain gauge.

*Sample answer:*

I will make a chart to keep track of the changes. The columns will be Monday, Tuesday, and so on. I will write the facts for each day on my chart.

#### **Lesson 5 Part Two** page 10

*Answers will vary.*

Students should pick three objects from the room (such as a book, a box, a piece of chalk) and a reasonable measure for these items (such as a large paper clip). Students should list each object and then its length in their unit of measure; for example,

Book— $5\frac{1}{2}$  large paper clips

Box—15 large paper clips

Chalk—3 large paper clips

#### **Lesson 6 Part Two** page 12

*Answers will vary.*

Students' answers may be about plants or animals.

*Sample answer:*

My living thing is my cat. The sentence means that my cat needs things to keep it alive and safe. My cat eats cat food. She drinks water. She needs both to stay alive. My cat sleeps in a cozy bed. She stays in the house to stay safe.

#### **Lesson 7 Part Two** page 15

*Answers will vary.*

Students' pictures should show any two seasons in their region. The pictures should show visible changes in plants and animals that reflect each season.