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READING COMPREHENSION

**SuperScience**

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

Date: Day 1 Science

# No-Sweat Bubble Test

Directions: Read each question below, then use the article "World's Wildest Plants" (pp. 4-7) to determine the best answer.

1. Which sentence BEST describes the main idea of this article?

- (A) The leaves of some plants can grow as large as swimming pools.
- (B) Not all plants need water to survive.
- (C) Some plants have unique adaptations to help them survive.
- (D) Scientists are studying five plants.

2. In the second paragraph of the article, J. Phil Gibson states, "Plants are the foundation of all ecosystems. They keep everything else alive." Which can you infer from this statement?

- (A) Plants are unimportant.
- (B) All food chains start with plants.
- (C) Plants have needs of their own.
- (D) Some plants have strange ways of surviving.

3. Photosynthesis is the process that plants use to \_\_\_\_\_.

- (A) collect water
- (B) attract pollinators
- (C) camouflage themselves
- (D) make their own food

4. What is unusual about the banyan tree's roots?

- (A) They grow down from another tree.
- (B) They grow deep underground.
- (C) They grow up toward the sky.
- (D) They wrap around the legs of animals.

5. Why do pebble plants use camouflage that makes them look like rocks?

- (A) to store rain water
- (B) to trick predators so that the plant doesn't get eaten
- (C) to help them adjust to temperature changes
- (D) all of the above

6. Which of the following adjectives BEST describes the Victoria water lily's leaves?

- (A) rare
- (B) enormous
- (C) tropical
- (D) dry

7. According to the article, the Victoria water lily "sends long stems to the surface of the water and unfurls giant pad-like leaves." Which word is a synonym for *unfurl*?

- (A) shake
- (B) unfold
- (C) hide
- (D) wilt

8. Why do tree shrews visit Low's pitcher plants?

- (A) Shrews are attracted to the plants' nectar.
- (B) The shrews are looking for a place to poop.
- (C) The plant is the perfect size for a shrew to rest on.
- (D) none of the above

9. Which statement about the relationship between the Low's pitcher plant and the tree shrew is true?

- (A) Only the Low's pitcher plant benefits.
- (B) Only the tree shrew benefits.
- (C) Both the plant and the tree shrew benefit.
- (D) Neither organism benefits.

10. The BEST choice for an alternate title for this article is \_\_\_\_\_.

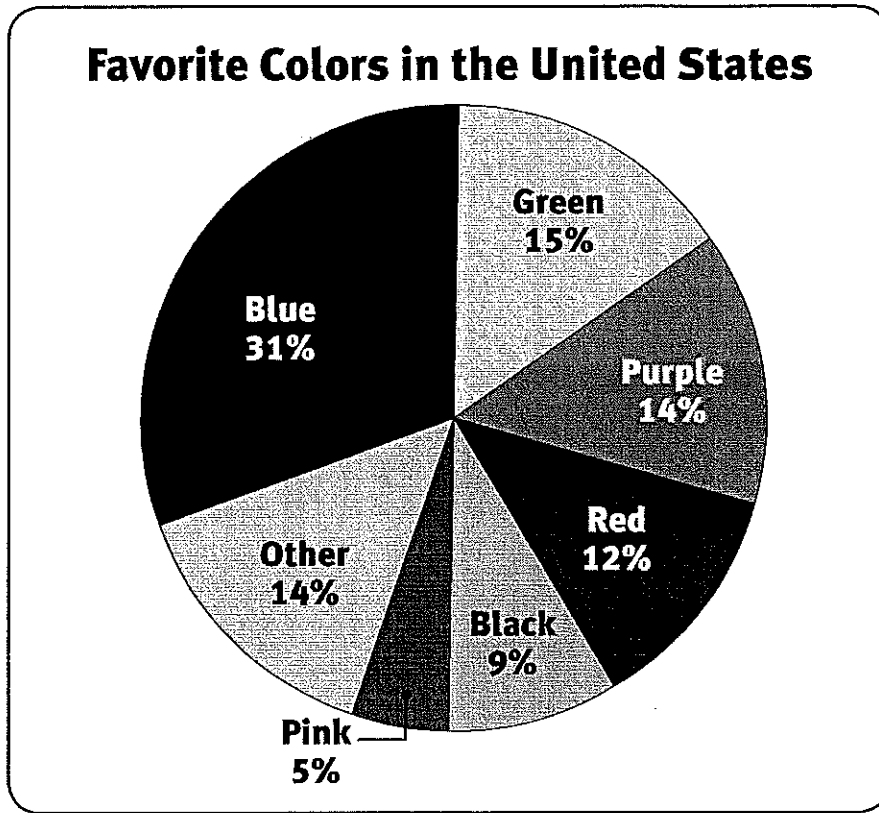
- (A) "Amazing Plant Adaptations"
- (B) "How Plants Make Food"
- (C) "Plants Around the World"
- (D) "All About Photosynthesis"

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

Date: Day 2 Science

## Comparing Colors

In “New Blue!” (pp. 8-9), you read about the discovery of a new blue pigment. Most people have a favorite color. The graph below shows which colors are Americans’ favorites, according to a 2014 poll of 998 adults in the United States. Examine the graph, then answer the questions below.



1. What is the most popular color, according to the graph?

\_\_\_\_\_

2. What percent of people chose purple as their favorite color?

\_\_\_\_\_

3. True or False: More people chose green as their favorite color than chose black and pink combined.

\_\_\_\_\_

4. Only 5 percent of people named pink as their favorite color. Based on the graph, can you conclude that pink was the least popular color in the poll? Why or why not?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5. Ask 20 people in your class their favorite color. On the back of this page, write a paragraph comparing the data you collect with the data in the graph.

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

Date: Day 3 Science

## Explaining Evidence

In "Death of a Dinosaur" (pp. 10-13), you read about how scientists recently discovered a well-preserved dinosaur fossil. Scientists use fossils as evidence from which to draw inferences about the past. The diagram below shows fossils that appear within rock layers of varying ages. The deeper a rock layer is underground, the older it is. Use the diagram to draw your own inferences and answer the questions.

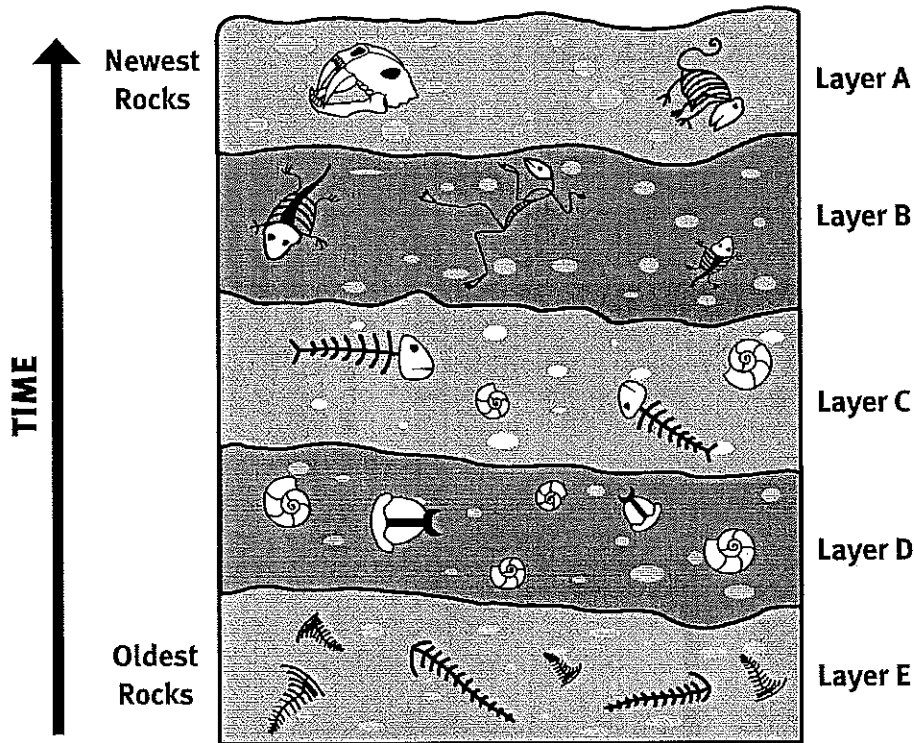


ILLUSTRATION: MARYBETH BUTLER

1. Which layer of rock is older: Layer B or Layer D?  
\_\_\_\_\_

2. Observe the fossils in Layer A. What type of life existed during that time?  
\_\_\_\_\_

3. Observe the fossils in Layer C. What type of life existed during that time?  
\_\_\_\_\_

4. Based on your observations, make a claim about how the environment in this area changed over time.  
\_\_\_\_\_  
\_\_\_\_\_

5. What evidence supports your claim?  
\_\_\_\_\_  
\_\_\_\_\_

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

Date: Day 4 Science

## Collecting Criteria

In “Drop by Drop” (pp. 14-15), you read about Kiara Nirghin’s award-winning solution to a problem in South Africa. Before Kiara could come up with her invention, she needed to define the problem she was trying to solve. Then she had to choose her **criteria**, or requirements, for a successful result. Use the graphic organizer below to identify the problem and three requirements that Kiara defined.

**PROBLEM**

- What big problem in South Africa inspired Kiara’s project? \_\_\_\_\_  
\_\_\_\_\_
- Who was affected by the problem? \_\_\_\_\_  
\_\_\_\_\_
- What did Kiara want to invent to help solve the problem? \_\_\_\_\_  
\_\_\_\_\_



**REQUIREMENT 1**

- Kiara needed her invention to be \_\_\_\_\_  
\_\_\_\_\_
- How did Kiara’s solution fulfill this requirement?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**REQUIREMENT 2**

- Kiara needed her invention to be \_\_\_\_\_  
\_\_\_\_\_
- How did Kiara’s solution fulfill this requirement?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**REQUIREMENT 3**

- Kiara needed her invention to be \_\_\_\_\_  
\_\_\_\_\_
- How did Kiara’s solution fulfill this requirement?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Date: Day 5 Science

## Explain This!

Take a look at the photo on page 16 of this issue of *SuperScience*. Then answer the questions below. If you need more space, use the back of this paper.

- 1. Observe:** Look closely at the photo of a rock formation on p. 16. What do you notice about it? What stands out to you?

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- 2. Think:** What do you already know that might help explain the appearance of the rocks?

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- 3. Explain:** Why do you think the rocks look the way they do? Use words or sketches to describe your ideas.

- 4. Discuss:** Compare explanations with your classmates. How are your ideas similar and different? What new ideas did you get?

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- ~~**5. Wonder:** What questions do you still have? Record them on a separate piece of paper. You can research them later!~~

