



▶ **Practice Skills for LEAP 21:
English Language Arts, Grade 4
Student Worksheets**

Reaching For Results



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Louisiana Department of Education

Cecil J. Picard

State Superintendent of Education



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Reading and Responding

Read the following poem, and then answer questions that follow.

One Day

Our town clock broke this morning
right after toll-toll-tolling eight.
We all stood around, wondering how to
pass an unmeasured day.
5 My father winked and smiled.
Slipping the tick-tick-tick-tocking watch
from his left wrist, he said
he didn't see work hour arrive,
declared it a holiday, and then
10 took us out for ice cream.
While licking drip-drip-dripping mint chip
from a slightly soggy sugar cone,
I heard a boy ask Mom if time had stopped
because he blew out eight candles yesterday,
15 wishing to be Peter Pan,
wishing to live in a place where time doesn't pass,
and you never grow up.
I wondered if somebody had
stopped the town clock on purpose,
20 trying to put off tomorrow's coming.
But Mom says days end.
Days end whether you
measure them or not.
Watching pink, red, orange stripes glow
around the setting sun,
I'm pretty sure Mom is right!

Lesson 1

Reading and Responding: “One Day”

1. In line 4, an unmeasured day is a day without
 - A. clocks.
 - B. sun.
 - C. time.
 - D. work.

2. Which is **most likely** true about the writer?
 - A. The writer wishes to be Peter Pan.
 - B. The writer likes to imagine time stopping.
 - C. The writer thinks all clocks should be broken.
 - D. The writer likes to watch the sun set.

Lesson 2

Reading and Responding: “One Day”

1. Which **best** describes the mother in the poem?

- A. fun
- B. hungry
- C. sad
- D. wise

2. At what time of day does this poem end?

- A. morning.
- B. afternoon.
- C. evening.
- D. night.

Reading and Responding

Read the following essay, and then answer questions that follow.

A Penguin Mystery

How did a South American penguin end up in Alaska? Zoologists wonder how a Humboldt penguin made the journey from the west coast of South America to Alaska in the summer of 2002. This is a journey of about 7,000 miles!

Native to Chile and Peru, Humboldt penguins live on the coast of the Pacific Ocean, where waters are cold and there are many fish. The cold Alaskan waters are well-suited to penguins, too. Zoologists say that penguins would easily find herring and other fish off the coast of Alaska. The warm waters in between the South American shores and Alaska are another story. Zoologists doubt that the penguin swam the whole way, not just because it is a long distance. Zoologists think the penguin must have somehow gotten a ride, mostly because the penguin probably would not have found enough food in the warmer Pacific waters north of South America and south of Alaska. Besides, what would a cold-weather bird like a penguin do in Hawaii?

Because Humboldt penguins are sometimes kept as pets in Chile and Peru, zoologists think the penguin might have been brought to Alaska aboard a fishing boat. Humboldt penguins are about the size of a cat, and weigh up to 15 pounds—small enough to hide as a stowaway on a ship. When the ship sailed home, the penguin could have jumped ship in Alaskan water.

Zoologists may never know how the penguin got to Alaska. But one thing is for sure: he had a long trip home!

Lesson 4

Reading and Responding: “A Penguin Mystery”

1. What do the west coast of South America and Alaska have in common?
 - A. many Humboldt penguins
 - B. warm Pacific water
 - C. fish penguins eat
 - D. cats that weigh 15 pounds

2. Which is a fact about the penguin in the passage?
 - A. It was found in Alaska.
 - B. It rode on a ship.
 - C. It was someone’s pet.
 - D. It was a fast swimmer.

Lesson 5

Reading and Responding: “A Penguin Mystery”

1. Zoologists think the penguin did **not** swim the whole way **mostly** because
 - A. the distance would have been too far to swim.
 - B. the water would have been too warm.
 - C. it would have lost its way.
 - D. there would not have been be enough food.

2. This passage is
 - A. poetry.
 - B. nonfiction.
 - C. drama.
 - D. fiction.

Reading and Responding

Read this story about a dissatisfied queen. Then answer the questions. You may look back at the story as often as you like.

The Queen Who Changed Her Mind

Long ago, there was a queen who ruled a country that stretched for miles and miles. Thousands of people lived in her country and obeyed her commands. But she longed for more power. She longed for more subjects. She wanted more land. Every day, she would look out the window of her castle and become dissatisfied. She would call her ministers and point to lands beyond her country's borders. "I want that land, and that land, and that land," she would demand.

The ministers dreaded these demands. They shook in their shoes when they heard the queen's call. Still, they would plot ways to get land for the queen. The lands had been owned by noble families for many years. Some families had claimed the lands long before the queen's birth. Some had been given their lands as a reward for loyal service to the kings who had ruled before the queen.

The ministers sent messengers to the families, demanding their lands. The families did not want to leave their homes and farms. But they had no choice. If the noble families did not give up their lands, the queen would send her army. The queen soon owned more land than ever.

4 In this country, it was the custom for the queen to meet with her subjects every morning. People from all over the country would come to the castle and tell their troubles to the queen. Whenever neighbors argued about wandering cows or whose turn it was to fix the fence, they would come to the queen. Whenever townspeople wouldn't pay their bills, the shopkeepers would complain to the queen. The queen would hear both sides. Then she would decide who needed to fix the fence or pay the bill or tie up the cow.

This custom was good when the queen's country was small. But the more land the queen owned, the more people she ruled, the more troubles she had to solve. Soon, the queen found crowds waiting for her every morning. Crowds huddled outside the castle late into the night. Waiting in long lines to see the queen made people angry. The queen's ears rang with echoes of all the angry complaints. Her head buzzed like a beehive from thinking of so many solutions. She had no time to do anything but listen to complaints. She had no time to think of plots to get more land. She barely had time to comb her hair!

One morning the queen woke up very early. The roaring of the crowds outside the castle sounded like waves crashing on the shore. The queen looked out the window. Once delightful, all of her new lands had become burdens. The queen called for her ministers. She pointed to the lands she had taken away from the noble families. She ordered the ministers to return the lands to their rightful owners.

The crowds of people melted away. The queen's ears stopped ringing and her head stopped buzzing. She sat by her window, enjoying the beautiful view and peaceful sounds of her small country.

Lesson 7

Reading and Responding: “The Queen Who Changed Her Mind”

1. In paragraph 4, “it was the custom for the queen to meet with her subjects every morning.” What does the word subjects mean?
 - A. people ruled by the queen
 - B. troubles of the townspeople
 - C. the queen’s ministers and army
 - D. land owned by noble families

2. Which word **best** describes the queen’s ministers?
 - A. lazy
 - B. scared
 - C. angry
 - D. greedy

Lesson 8

Reading and Responding: “The Queen Who Changed Her Mind”

1. Why did crowds of people come to the castle?
 - A. to tire the queen
 - B. to ask the queen for help
 - C. to fight with the queen’s army
 - D. to give the queen gifts

2. In paragraph 5, the author uses the simile “Her head buzzed like a beehive” to show
 - A. the queen’s hair style.
 - B. the noise around the queen.
 - C. how confused the queen was.
 - D. pests were bothering the queen.

Reading and Responding

Read the essay below, and then answer the questions that follow.

Time Travel

Have you ever wondered what it would be like to travel through time? If so, you're not alone. For many years, people have been writing stories and making movies about travelers who explore the future and the past. It's true that science fiction often deals with time travel, but time travel isn't just a made-up idea. The possibility of traveling through time is an important field of study for scientists all over the world.

As of today, the closest anybody has come to traveling through time isn't what most people would call time travel. An astronaut named Sergei Avdeyev spent about two years orbiting Earth, traveling at 17,000 miles per hour. Going so fast for that length of time put Sergei $1/50^{\text{th}}$ of a second into the future. Why? The faster you go in space, the slower time passes, compared to how people would experience time on Earth. Because Sergei spent such a long time going so fast, he experienced the passing of time a tiny bit more slowly than people on Earth. When he returned home, he traveled $1/50^{\text{th}}$ of a second into the future! It's not much, but that makes Sergei Avdeyev the only time traveler in history.

The idea of going really fast for a long time is one way to travel through time. If you could get somebody to go out in space at nearly the speed of light for ten years and then return to Earth, 1,000 years would have passed here during their ten. When the traveler landed, it would be 990 years in the future! However, it is nearly impossible to go that fast. Another problem is that traveling at high speeds only gets you to the future, and not the past. How could you go back in time?

More questions still swirl around the idea of time travel. Could people go forward and back in time? If you go back in time, could you change the way the future turns out? Time travel is still a field of mystery for scientists, just as air travel was once only a dream. Today, people fly all over the world. Maybe time travel will become a reality one day!

Lesson 10

Reading & Responding: “Time Travel”

1. In the first paragraph, what does field mean in “an important field of study for scientists all over the world”?
 - A. farmland
 - B. space
 - C. soccer field
 - D. area

2. How is light described in the passage?
 - A. bright
 - B. fast
 - C. warm
 - D. flashing

Lesson 11

Reading & Responding: “Time Travel”

1. Which **best** describes how the writer **most likely** feels about time travel?
 - A. excited
 - B. scared
 - C. confused
 - D. angry

2. This writing is an example of
 - A. science fiction.
 - B. instructions.
 - C. nonfiction.
 - D. poetry.

Reading and Responding

Read the poem. Then answer the questions. You may look back at the poem as often as you like.

What Are Words Worth?

Some words float past your ears
like a sudsy bath.
Warm bubbly words can make you laugh.

5

Some words rush into your ears
like water, icy and cold.
These words can bring tears.
(But words that are kind
make you feel strong and bold!)

10

Words look small neatly dressed in book-black ink,
but words can do anything!
Words make you think!
Words make you dream!
Words bring you roller coasters and swimming pools,
fireflies and ice cream!

15

I like words that shimmer.
I like words that shine.
I like words that show me
the whole world can be mine!

Lesson 13

Reading and Responding: “What Are Words Worth?”

1. According to the poem, the words that will “float past your ears” are words that are
 - A. cool and light
 - B. hard and shiny
 - C. happy and fun
 - D. little and neat

2. How would the speaker of the poem answer the question “What are words worth?” Use details from the poem to explain your answer.

Lesson 14

Reading and Responding: “What Are Words Worth?”

1. According to the poem, what can kind words do?
 - A. change how you feel
 - B. bring tears to your eyes
 - C. make you think about different things
 - D. remind you of the taste of ice cream

2. Read these lines from the poem.

**Some words float past your ears
like a sudsy bath.**

The word sudsy means

- A. wet
- B. foamy
- C. cozy
- D. deep

Lesson 15

Reading and Responding: “What Are Words Worth?”

1. According to the poem, what is the **main** difference between the words the speaker describes in line 1 and the words in line 4?
 - A. The words described in line 1 are gentle, but the words in line 4 are rough.
 - B. The words described in line 1 have a nicer sound than the words in line 4.
 - C. The words described in line 1 have fewer letters than the words in line 4.
 - D. The words described in line 1 move fast, but the words in line 4 move slowly.

2. Read these lines from the poem.

**Words look small neatly dressed in book-black ink,
but words can do anything!**

The **best** meaning for these lines is that words

- A. look larger if they are in different colors of ink.
- B. look best when printed on the pages of books.
- C. are sometimes small and hard to read.
- D. can be powerful even if they are small.

Reading and Responding

Read the following article about Louis Armstrong. Then answer the questions. You may look back at the article as often as you like.

Louis Armstrong

Louis Armstrong was born in New Orleans, Louisiana, in 1901. As a child, he had a difficult life. He had to overcome poverty and the lack of a formal education. Armstrong got into trouble when he was thirteen, and the juvenile court sent him to reform school. Reform school was where he had his first formal music lessons. His life began to change when he joined a band. He found his purpose in life playing the toe-tapping music known as jazz.

Armstrong played for several bands in the early 1920s. He formed his own band called the “Hot Five” in 1927. Armstrong played jazz on the trumpet and sang in his unique gruff voice. His voice was one of the most recognizable of the 20th century. He is indeed one of the best jazz musicians ever. He was selected for a Grammy Lifetime Achievement Award. Since he traveled all around the world performing, Armstrong became known as the unofficial musical ambassador for the United States.

Lesson 16

Reading and Responding: “Louis Armstrong”

1. The life story of Louis Armstrong is an example of someone who
 - A. became famous because he was so wealthy.
 - B. never escaped from his life of poverty.
 - C. could not get a good education because he was poor.
 - D. overcame a difficult childhood and became a famous musician.

2. When Louis Armstrong was a young teenager, he had to go to reform school because
 - A. he wanted to get a good education.
 - B. he wanted to learn how to play the trumpet.
 - C. he had gotten into trouble.
 - D. it was a good place to join a band.

Lesson 17

Reading and Responding: “Louis Armstrong”

1. Louis Armstrong’s voice was one of the most recognizable of the 20th century because
 - A. it was very different from other famous singers’ voices and was heard around the world.
 - B. it sounded gruff, like the voices of all the other trumpet players in the world.
 - C. he won the Grammy Lifetime Achievement Award.
 - D. he practiced every day to become a famous singer.

2. The author’s **main** purpose in writing this article is to
 - A. encourage the reader to play the trumpet.
 - B. tell a story about a boy who took music lessons.
 - C. give information about a man’s life and career.
 - D. describe New Orleans.

