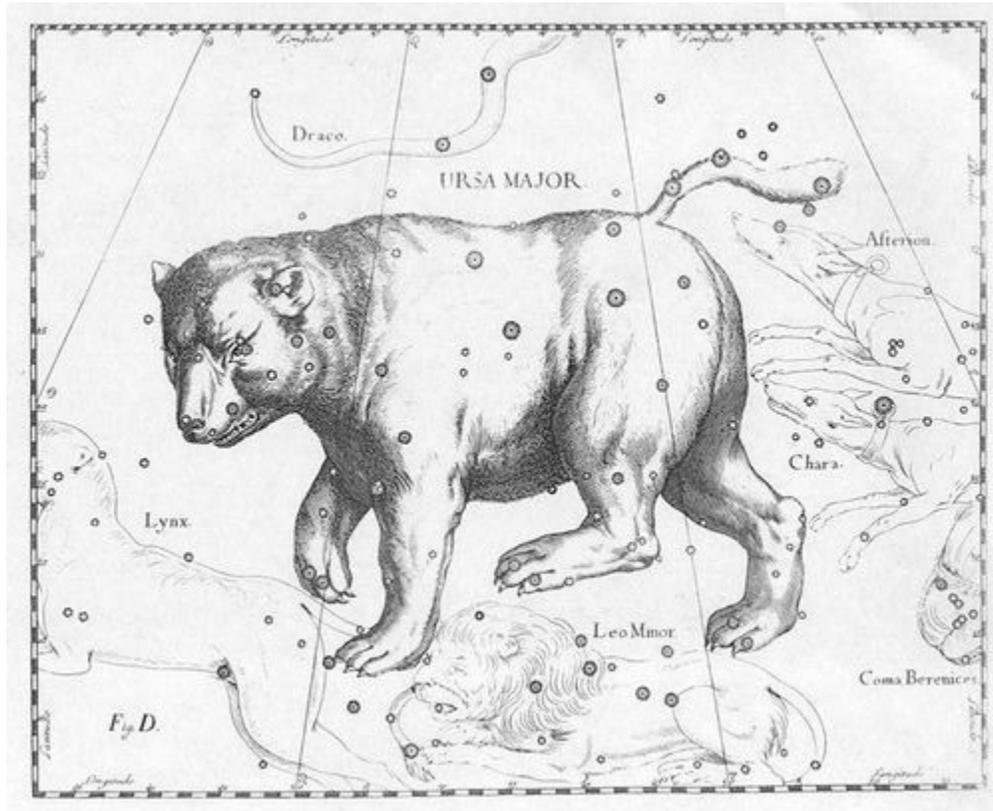


# Field Trip

by Aditi Sriram



Jeremy couldn't believe his luck. The morning of his 6th grade field trip to the Rose Center for Earth and Space at the Museum of Natural History, he fell ill. "This can't be," he thought. "Science is my favorite subject, and I'm not going to be able to go to the Museum with Mr. Connolly and my friends?" He pleaded with his parents to let him go to school anyway, but they were firm in their refusal. "The sooner you rest at home, the sooner you'll get better," his mother said. "Don't be so hard on yourself, champ," his father said. "We can always go another time."

"I won't be with Mr. Connolly and my science class if I go another time," Jeremy protested. "It won't be the same."

"It won't be the same if you're feeling ill at the museum either," his mother said, trying to reason with him. "Now take this medicine and go lie back down."

Jeremy closed his eyes as he swallowed the white tablet with a gulp of water. "What if I feel better before the field trip begins?"

"We'll decide then," his mother said, while his father nodded.

Jeremy returned to his bed, fuming. Even though it was sunny outside, he felt a black cloud hovering over his head, threatening stormy weather inside his brain and making him angry. But soon after he lay in bed, the medicine his mother had given him began working, and he fell asleep almost right away.

When Jeremy awoke, his room was bathed in darkness. Outside his window it was dark, too. What time was it? Had he slept through the day? Was it the next day? Was it the middle of the night? Jeremy was completely confused. "Mom!" he called out.

Jeremy's dad walked into his room with a smile on his face, and wearing his hiking shoes. "Champ! You're awake," he said.

"What time is it? Did I miss everything?"

Jeremy's dad put a hand on his forehead and checked for a temperature. Nothing. "Not at all, in fact, you're just in time for your field trip. If you're feeling better, that is."

Jeremy jumped out of bed, stretched, and did a little dance. His energy was back. "I'm feeling fine," he said.

"Great. Now put on a sweater and lace up your shoes and follow me."

Jeremy checked the time as he was getting dressed. 8:05 p.m. It didn't make any sense. Where could he possibly be going with his father so late in the day? Surely the museum was closed, and Mr. Connolly had gone home. But Jeremy didn't slow down. He dressed and met his father in the living room, where he was sitting with a man he had never met before, and a peanut butter and jelly sandwich, his favorite.

"I have a surprise for you," his father said. "Jeremy, meet Professor Helfand. He is a professor of astronomy at Columbia University, where they have an observatory. Do you know what an observatory is?"

Jeremy nodded. "Mr. Connolly described them to us in class when we began the chapter on planetary science. It's a viewing tower from where you can observe the planets and galaxies through high-powered telescopes, track their movements, and study their behavior." Jeremy was talking so fast, he could barely chew on his sandwich.

"That's absolutely right," Professor Helfand said, impressed. "And because you missed your field trip this morning, we're going to pay a little visit to the observatory tonight so that you can have a field trip of your own."

Jeremy couldn't believe his ears. "I'm ready!" he shouted at his dad.

"Not so fast, champ. Finish your sandwich, and then we'll go. You haven't eaten anything all day, remember?"

"I can't believe I slept all day-but this is the best night of my life!" Jeremy said with a laugh.

Jeremy, his dad, and Professor Helfand took the subway to Columbia University, where they walked to the Physics Building and took the elevator to the top floor. There were many rooms with all kinds of computers, some big and others small, some that looked like really old machines and others that looked brand new. Most had notebooks next to them, which were filled with charts, numbers, even little drawings of orbits. Professor Helfand explained that each computer was connected to a specific telescope, and that there was one person in charge of each telescope, and observing the movement of one planet, or star.

Jeremy noticed that some of the charts showed patterns: numbers that repeated, timings separated by exactly one hour. The professor showed him that the repeating numbers were distances between planets, or between planets and their moons, or distances between stars, and showed him how the orbits of these planetary bodies created patterns of collective behavior. "Because of gravitational forces," he said, "the planets and their moons have fixed orbits, and so they end up being the same distance from each other every so often. Once we have enough of these numbers written down, and have been tracking these planets' trajectories for enough time, we can create models that predict where these planets, and their moons, are going to be one month from now, or one year from now-how far from each other, how far from planet Earth, our moon and our sun."

"I keep forgetting that there is more than one sun in the universe," Jeremy said after a pause. "How many suns are there?"

"That's a great question, and not one that we have the answer to," Professor Helfand replied. "What we know so far is that planet Earth, and the seven other planets in our solar system, are part of the Milky Way galaxy, which is one of many galaxies in the universe. The farther we can see with our telescopes, and the more patterns and behaviors we can predict and detect of all the celestial bodies we know so far, the more galaxies we can discover, and the more suns we can identify. But it's going to take a lot of work to get there."

"How exciting," Jeremy said, marveling at the possibilities of discovery in front of them.

Jeremy's father called Jeremy over to the central observation deck, where an enormous telescope had been set up and positioned on a specific constellation in the sky. "Can you identify it?" his father asked him.

"I think so. The Big Dipper?"

"Absolutely right!" Professor Helfand said. "It's part of one of the brightest constellations we can see, called Ursa Major. Here's a little trick about Ursa Major and the North Star. See the two stars on the extreme right, at the bottom of the constellation?"

Jeremy looked carefully into the telescope and trained his eyes slowly to the right, where the handle of Big Dipper sank downwards and turned into a trapezoid. "Yes, I see the base of the constellation," he said.

"Perfect. Now, imagine a line connecting those two stars-they're called Merak and Dubhe-and extend it all the way up into the top of the lens."

Jeremy imagined a bright white line connecting the two stars, and stretching past them. It felt like he was connecting the dots in an art book from 2nd grade, only this was way cooler. "O-k-a-y," he said slowly. He could feel his father's hands on his shoulders, keeping him steady.

"What do you see, champ?" his father asked.

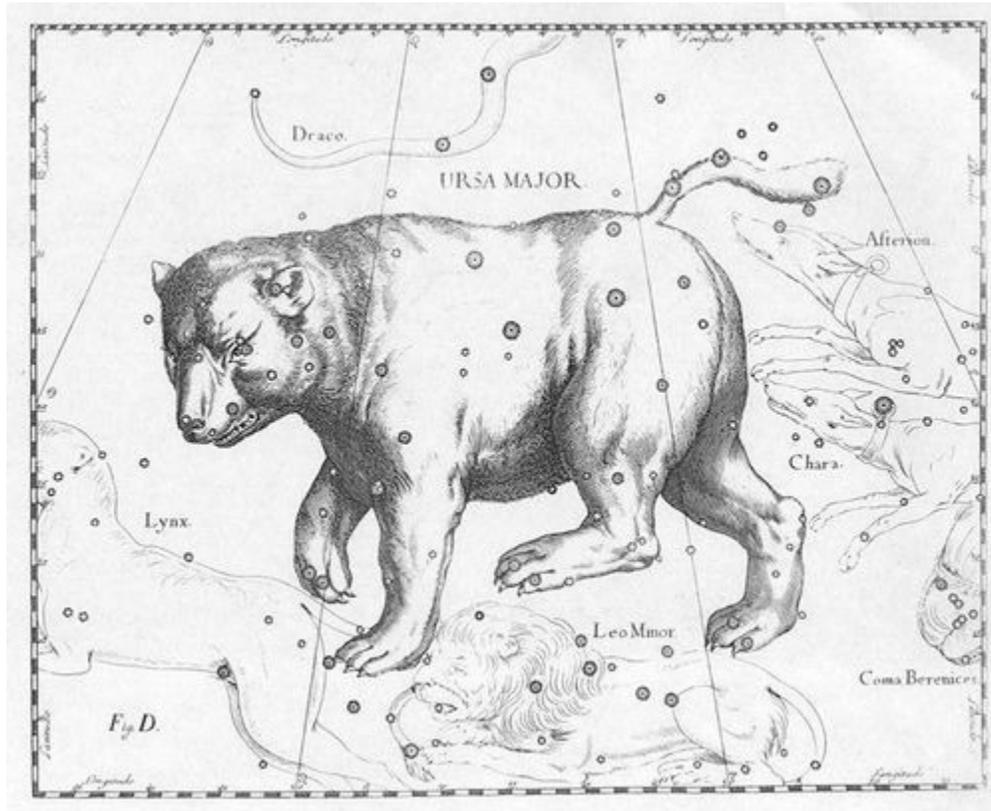
Jeremy stared into the lens, trying to stay focused. "Oh!" he shouted. "I think I see another star, but it looks bigger than all the others! Is it really a star?" Jeremy squirmed with excitement.

"Well done," Professor Helfand said. "You just located the North Star in our humongous sky. You know, Jeremy, maybe when you're older, you can join our team and help us look for more constellations and galaxies in the sky. There's so much out there that we have no idea about. Would you be interested?"

Jeremy thought about Mr. Connolly and his friends walking around the Rose Center and playing with the kiddie exhibits, while he stood here at the top of the world, looking deep into the sky. "I can't wait," he said, with a smile on his face as bright as a hundred suns.

# Field Trip

by Aditi Sriram (Adapted by ReadWorks)



Jeremy couldn't believe how bad his luck was. He had gotten sick the morning his class was going on a field trip to a museum of natural history. "This can't be," he thought. "Science is my favorite subject in school. And now I'm not going to be able to go to the museum with my class!" He asked his parents to let him go to school anyway, but they said no. "The sooner you rest at home, the sooner you'll get better," his mother said. "Don't be so hard on yourself, son," his father said. "We can always go another time."

"I won't be with Mr. Connolly and my science class if I go another time," Jeremy said. "It won't be the same."

"It won't be the same if you're feeling sick at the museum, either," his mother said, trying to reason with him. "Now take this medicine and lie back down."

Jeremy closed his eyes as he swallowed the medicine with a drink of water. "What if I feel better before the field trip begins?"

"We'll decide then," his mother said. His father nodded.

Jeremy went back to his bed, feeling mad. Even though it was sunny outside, he felt like there was a black cloud over his head. It seemed like there was a storm in his mind making him angry. But soon after he lay in bed, the medicine his mother had given him began working. He fell asleep almost right away.

When Jeremy woke up, his room was filled with darkness. Outside his window it was dark, too. What time was it? Had he slept through the day? Was it the next day? Was it the middle of the night? Jeremy was confused. "Mom!" he called out.

Jeremy's dad walked into his room with a smile on his face. He was wearing the shoes he used for long walks. "Son! You're awake," he said.

"What time is it? Did I miss everything?"

Jeremy's dad put a hand on his forehead, checking to see whether Jeremy was still sick. But Jeremy seemed fine now. "Not at all. In fact, you're just in time for your field trip. If you're feeling better, that is."

Jeremy jumped out of bed, stretched, and did a little dance. His energy was back. "I'm feeling fine," he said.

"Great. Now put on a sweater, tie your shoes, and follow me."

Jeremy checked the time as he was getting dressed. It was 8:05 p.m. That didn't make any sense. Where could he be going with his father so late in the day? Surely the museum was closed and his class had gone home. But Jeremy didn't slow down. He dressed and met his father in the living room. His father was sitting there with Jeremy's favorite kind of sandwich. Next to his father was a man Jeremy had never met before.

"I have a surprise for you," his father said. "Jeremy, meet Professor Helfand. He is a science teacher at a school that has an observatory. Do you know what an observatory is?"

Jeremy nodded. "We learned about them in class when we started studying stars and planets. An observatory is a viewing tower. From there you can observe the planets and stars through telescopes, follow their movements, and study what they do." Jeremy was talking so fast that he could barely chew his sandwich.

"That's right," the science teacher said, impressed. "And because you missed your class field trip this morning, we're going to visit an observatory tonight. That way, you still get to have a field trip."

Jeremy couldn't believe what he was hearing. "I'm ready!" he shouted at his dad.

"Not so fast, son. Finish your sandwich, and then we'll go. You haven't eaten anything all day, remember?"

"I can't believe I slept all day, but this is the best night of my life!" Jeremy said with a laugh.

Jeremy, his dad, and the science teacher took a subway train to the school where the observatory was. They walked over to the building it was in and took the elevator to the top floor. There were many rooms with all kinds of computers there. Some of the computers were big, and others were small. Some looked really old, and others looked brand new. Most of the computers had notebooks next to them. The notebooks were filled with charts, numbers, and little drawings of orbits. An orbit is the path of one object in space around another. The science teacher explained that each computer was connected to a specific telescope. He said that there was one person in charge of each telescope, and that person observed the movement of one planet or star. Jeremy saw that some of the charts showed patterns. The patterns were numbers that repeated and times that were separated by one hour each. The teacher showed him that the repeating numbers were distances between planets, or between planets and their moons, or between planets and stars. Then the teacher showed him how the orbits of the planets and moons created patterns of movement.

"Because of the force of gravity, the planets move in set paths called orbits," the teacher said. "So sometimes the planets end up being the same distance from each other. Once we have enough of these numbers written down and we've followed the movement of the planets long enough, we can create models. These models can predict where the planets and their moons are going to be one month from now or one year from now. They can predict how far the planets will be from each other, how far they will be from Earth, and how far from our moon and our sun."

"I keep forgetting that there is more than one sun in the universe," Jeremy said after a moment. "How many suns are there?"

"That's a great question," the teacher said. "But it's not one that we have the answer to. What we know is that Earth and the other planets in our solar system are part of the Milky Way galaxy, which is one of many galaxies in the universe. The farther we can see with our telescopes, and the more patterns and movements we can predict for the objects in space that we know, the more suns we can find. But it takes a lot of work to do that."

"How exciting," Jeremy said. He was amazed at the possibilities of discovery in front of them. His father called him over to a very big telescope. It had been set up and pointed toward a

specific group of stars in the sky. "Can you identify this group of stars?" his father asked him.

"I think so. The Big Dipper?"

"Right!" the teacher said. "It's part of one of the brightest groups of stars we can see. Here's a little trick with this group of stars. See the two stars on the bottom at the far right?"

Jeremy looked carefully into the telescope and moved his eyes slowly to the right. There the handle of Big Dipper sank downwards and turned into a shape with four sides. "Yes, I see the bottom of this group of stars," he said.

"Good. Now imagine a line between the two stars on the right of that four-sided shape. Pretend that line goes up and up and up."

Jeremy imagined a bright white line connecting the two stars and stretching past them. It felt like he was connecting the dots in an art book from 2nd grade, only this was way cooler. "Okay," he said. "He could feel his father's hands on his shoulders, holding him in place.

"What do you see, son?" his father asked.

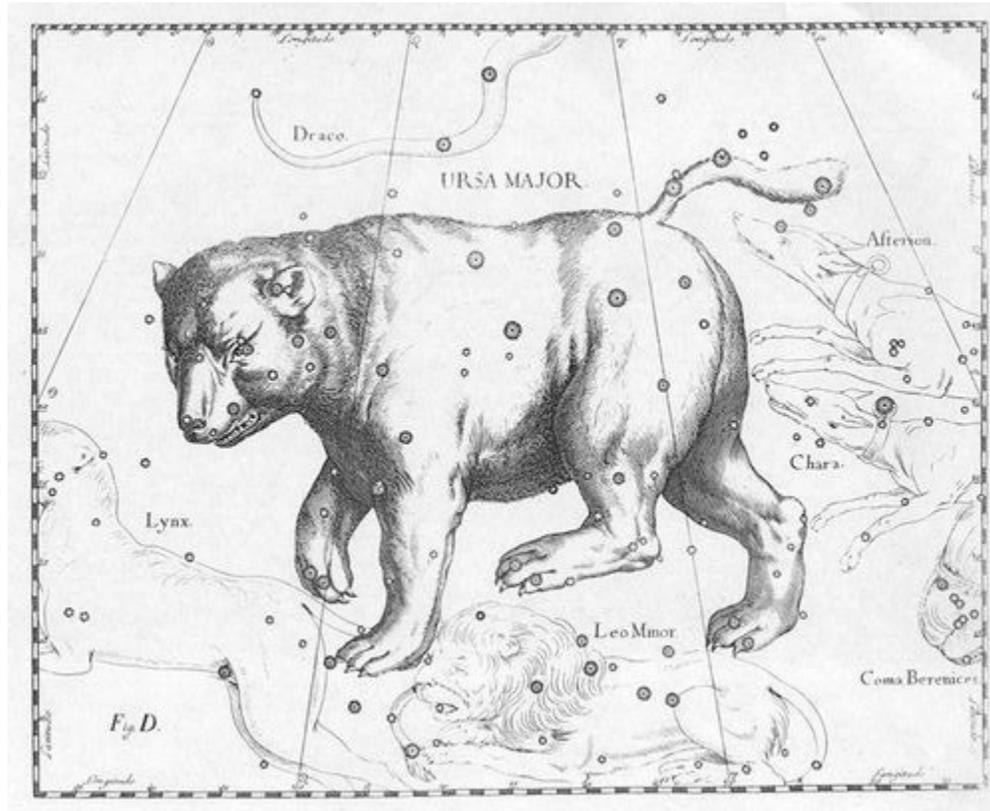
Jeremy tried to stay focused as he looked into the telescope. "Oh!" he shouted. "I think I see another star. It looks bigger than all the others! Is it a star? Or is it a planet? Or is it something else?" Jeremy shook with excitement.

"Well done!" the teacher said. "You just found the North Star in our very big sky. You know, Jeremy, maybe when you're older, you can join our team here. You could help us look for more stars in the sky. There's so much out there that we have no idea about. Would you be interested?"

Jeremy thought about his class walking around the museum. He thought about them playing with the exhibits for kids there, while he stood here at the top of the world, looking deep into the sky. "I can't wait," he said. He had a smile on his face that was as bright as a hundred suns.

# Field Trip

by Aditi Sriram (Adapted by ReadWorks)



Jeremy couldn't believe his bad luck. He was sick the morning his class was supposed to go on a field trip. His 6th grade class was going to a museum. They were going to visit the museum's earth and space center. "This can't be," he thought. Science was Jeremy's favorite subject. So he had been very excited to go on this trip. Now he was upset he would not be able to go after all. He begged his parents to let him go to school anyway. But they told him no. "The sooner you rest at home, the sooner you'll get better," his mother said. "Don't be sad, son," his father said. "We can always go another time."

"I won't be with my class if I go another time," Jeremy argued. "It won't be the same."

"It won't be the same if you're sick at the museum either," his mother said. "Now take this medicine and go lie back down."

Jeremy closed his eyes as he swallowed the medicine with a gulp of water. "What if I feel better before the field trip begins?"

"We'll decide then," his mother said. His father agreed.

Jeremy returned to his bed. He was very angry. It was sunny outside. But he felt like he had a black cloud hanging over his head. He felt like he had a scary storm inside his brain making him angry. But soon the medicine his mother gave him began to work. He quickly fell asleep.

When Jeremy awoke, his room was so dark. It was dark outside, too. He couldn't tell what time it was. He couldn't even tell what day it was. He wondered if he slept through the day. Jeremy was completely confused. "Mom!" he called out.

Jeremy's dad walked into his room with a smile on his face. He was wearing his hiking shoes. "Son! You're awake," he said.

"What time is it? Did I miss everything?" Jeremy asked.

His dad put a hand on his forehead to see if he had a fever. But he didn't. "Not at all. In fact, you're just in time for your field trip. If you're feeling better, that is."

Jeremy jumped out of bed. He was so excited he did a little dance. His energy was back. "I'm feeling fine," he said.

"Great. Now put on a sweater and your shoes. Follow me."

Then Jeremy checked the time as he was getting dressed. It was 8:05 at night! Jeremy was so confused. He didn't understand where his father wanted to take him so late in the day. He was sure he couldn't take him to the museum because it was closed. But Jeremy didn't slow down. He dressed and met his father in the living room. He was surprised to find him with a man he had never met before. His father also had a peanut butter and jelly sandwich ready for him. It was his favorite sandwich.

"I have a surprise for you," his father said. His father introduced him to the man. "Jeremy, meet Professor Helfand." His father explained that the professor taught astronomy at a university in New York. Astronomy is the study of the universe beyond the earth. His father told him that there is an observatory at the university. Jeremy's father asked him if he knew what an observatory is.

Jeremy said yes. "My teacher described it to us. It's a place high above the ground in a tower where you can observe the planets and galaxies. You can carefully look at these things through telescopes. You can also track where they move to and how they move." Jeremy was talking so fast, he could barely chew on his sandwich.

"That's absolutely right," the professor said. He was impressed with how much Jeremy knew.

"And because you missed your field trip this morning, we're going to visit the observatory where I work tonight. That way, you can have a field trip of your own."

Jeremy couldn't believe it. "I'm ready!" he shouted at his dad.

"Not so fast, son. Finish your sandwich first. Then we'll go. You haven't eaten anything all day."

"I can't believe I slept all day. But this is the best night of my life!" Jeremy said with a laugh.

Jeremy, his dad, and the professor made their way to the university. They walked to one of the buildings. They took the elevator to the top floor. There were many rooms with all kinds of computers that showed charts and little drawings of orbits. An orbit is a curved path in which a space object moves around another object. For example, the earth makes an orbit around the sun.

The professor explained that each computer was hooked up to a telescope. There was one person in charge of each telescope. This person was also in charge of observing, or closely watching, the way one of the planets or stars in space moves.

Jeremy noticed that some of the charts on the computers showed patterns. These patterns were made up of repeating numbers and times. The professor told him that the repeating numbers were distances between different things in space, like planets and their moons. He explained that these planets and their moons have orbits. Because of these orbits, they end up being the same distance from each other from time to time.

The professor said, "We keep track of the distances between the planets and their moons over time. We also track the paths they make. Once we have enough of this information, we can predict where these planets and their moons are going to be one month or one year from now. We can also tell how far these things will be from each other and other space objects, like the sun."

"I keep forgetting that there is more than one sun in the universe," Jeremy said. "How many suns are there?"

"We don't know," the professor replied. "What we do know is that the planets in our solar system, including Earth, are part of the Milky Way galaxy. There are many other galaxies in the universe. The more we can learn and predict about the objects in space, the more galaxies we can discover. And the more suns we can identify. But it's going to take a lot of work to get there."

"How exciting," Jeremy said. He was amazed just thinking about all the things in space they had not yet discovered.

His father called Jeremy over to a spot with a huge telescope. It was pointing to a group of stars in the sky. "Can you tell which group of stars this is?" his father asked him.

Jeremy looked into the telescope. "I think so. The Big Dipper?"

"Absolutely right!" said the professor. "It's part of one of the brightest groups of stars in the sky. Do you see the two stars on the bottom at the very right in this group?"

Jeremy looked carefully into the telescope to find these two stars. "Yes, I see them," he said.

"Perfect. Now, imagine a line going between those two stars. Imagine this line going all the way up into the top of the lens."

Jeremy imagined a bright white line connecting the two stars, and going past them. It felt like he was connecting the dots in an art book. But this was way cooler. "O-k-a-y, he said slowly."

"What do you see, son?" his father asked.

Jeremy tried to focus. "Oh!" he shouted. "I think I see another star. But it looks bigger than all the others! Is it really a star?" Jeremy looked closely with excitement.

"Well done," Professor Helfand said. "You just found the North Star in our huge sky. Maybe when you're older, you can join our team. You can help us look for more groups of stars and galaxies in the sky. There's so much out there that we have no idea about. Would you like to do this?"

Jeremy thought about his teacher and his friends walking around the museum. He thought about them playing with exhibits made for kids while he stood here at the top of the world, looking deep into the sky. "I can't wait," he said. He had a smile on his face as bright as a hundred suns.

**observe**

ob · serve

**Definition****verb**

1. to watch with care.

*The nurse observed a patient.*

**Advanced Definition****transitive verb**

1. to perceive; see.

*She observed that he was wearing his best suit.*

*The teacher observed that the child seemed to have difficulty hearing.*

*He was looking toward the door, but somehow he did not observe her come in.*

2. to watch closely or make a systematic observation of.

*She likes to sit by the window and observe the people walking by.*

*The students observed the entire operation performed by the heart surgeon.*

*The scientists are observing the animal's behavior in its own habitat.*

3. to remark casually.

*You look cheerful today, he observed.*

4. to maintain.

*We observe quiet hours each afternoon.*

5. to act in accordance with; follow.

*The rules must be observed at all times.*

6. to celebrate; keep.

*The nation observes Labor Day on the first Monday of September every year.*

**intransitive verb**

1. to take notice of a thing or things.

*He looks but he doesn't always observe.*

2. to make a comment; remark.

*The speaker observed on the influence of humanism.*

3. to act as an observer, rather than as a participant.

*I will just sit in the back of the class and observe.*

## Spanish cognate

*observar*: The Spanish word *observar* means observe.

## These are some examples of how the word or forms of the word are used:

1. Science is the study of different things in the world. Scientists **observe**, study, and test ideas to discover things that help people.
2. This month, millions will **observe** special holidays. But many people around the world will be celebrating holidays you might never have heard of during November and December.
3. Meteorology is the study of winds and weather patterns. Meteorologists, or forecasters, try to predict what the weather will be. They study weather patterns and carefully **observe** temperature.
4. When we pump air into a balloon, it visibly inflates. That means that gaseous matter is filling the balloon and taking up space. The more air we blow into the balloon, the bigger it gets. Therefore, we can **observe** the way gas moves around space.
5. Scientist Masayuki Sumida says the see-through animals provide new ways to study frogs. He says scientists can **observe** what happens to a frog's organs if it gets sick. "You can see through the skin how organs grow," he says. "You can watch organs of the same frog over its entire life."
6. Orthodox Jews believe that God gave the laws of the Torah directly to Moses on Mt. Sinai. They **observe** the laws of Judaism by keeping kosher, which means following many rules about eating. They are also very committed to **observing** the Sabbath. The Sabbath is a holy day of rest and followers of Judaism **observe** the Sabbath on Saturday.
7. In what month do Americans **observe** Columbus Day?
8. Wiseman has never actually visited the Mentawai Fault. She uses the Global Positioning System (GPS) to **observe** it instead. The GPS is a network of 31 satellites orbiting the globe that monitors Earth's surface, including its tiniest movements.

# orbit or bit

## Advanced Definition

### noun

1. the curved path in which a planet, satellite, or spacecraft revolves about another body.

*Earth's orbit around the sun is elliptical.*

2. one complete revolution along such a path.

*A little more than 365 days is the amount of time that the earth takes to complete one orbit around the sun.*

3. a sphere or area of experience, knowledge, control, or power.

*Such questions are really outside of my orbit.*

4. one of the two bony sockets that encase the eyeballs.

### transitive verb

1. to revolve about (another body) in a curved path.

*Several moons orbit Jupiter.*

2. to send into an orbit.

### intransitive verb

1. to travel in an orbit.

*The space station is now orbiting.*

## Spanish cognate

*órbita*: The Spanish word *órbita* means orbit.

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## These are some examples of how the word or forms of the word are used:

1. The Kuiper belt is a wide band of icy and rocky objects circling the sun just beyond the **orbit** of Neptune.
2. He took out a high-powered telescope, through which Emine could see Saturn and its rings. She was amazed at how rapidly it moved out of focus, because it was **orbiting** the sun so quickly.
3. Cassini snapped shots of Enceladus (en-SELL-ahdus) as the craft **orbited** Saturn.
4. The GPS is a network of 31 satellites **orbiting** the globe that monitors Earth's surface, including its tiniest movements.

# pattern                      pat · tern

## Definition

### noun

1. an arrangement of shapes, lines, letters, numbers, or colors that can be repeated or used again and again.

*The new dishes have a pattern with leaves and flowers.*

2. a guide; model.

*Lay the pattern carefully over the fabric.*

## Advanced Definition

### noun

1. a regular or formal design, esp. one used to decorate something.

*The wallpaper has a pattern of dainty flowers and pale stripes.*

2. any design that resembles this.

*the pattern in a snowflake*

3. an ideal to be imitated; archetype.

4. a guide; model.

*Both dresses were made from the same pattern.*

5. a distinctive style or form of something.

*a new pattern of cookware*

6. the characteristic activities and qualities of a group, person, or thing.

*patterns of animal behavior*

7. a plan for making a garment.

### transitive verb

1. to make, fashion, or behave according to a pattern.

*He patterns himself after his teacher.*

2. to cover with a pattern or design.

## Spanish cognate

*patrón*: The Spanish word *patrón* means pattern.

### These are some examples of how the word or forms of the word are used:

1. "Prolonged exposure to violent images, such as violent video games, can result in more aggressive behavior," Henson told Current Events. "[The repetition from playing often] reinforces certain ways of thinking, certain **patterns** of behavior."
2. Millions or billions of those 1s and 0s, flashing off and on hundreds of millions of times a second in programmed **patterns**, enable your computer to do everything it does—from allowing you to play World of Warcraft to letting you type up a school science report.
3. The earth's weather **patterns** are closely linked to water too, as they are determined by the complex patterns of changes and movement of water in the atmosphere.
4. During the hot summer season, this mix of heat and humidity creates many thunderstorms. This **pattern** of storms and the lightning they often bring is predictable.

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

1. Why does Jeremy miss the field trip with his science class?

- A. because his dad wants him to stay home
- B. because science is his least favorite subject
- C. because he is sick
- D. because he wanted to go to an observatory instead

2. One problem is that Jeremy is upset that he's missing his field trip. How does his father solve this problem?

- A. He shows Jeremy how to use a telescope at home.
- B. He arranges a night visit to an observatory at Columbia University.
- C. He asks Mr. Connolly to postpone the trip.
- D. He drives Jeremy to the Rose Center later in the day to meet his class.

3. Which of the following statements best supports the conclusion that Jeremy thinks discovery is an exciting part of science?

- A. Jeremy asks Professor Helfand "how many suns are there?"
- B. Jeremy refers to the night as the best night of his life.
- C. He is angry that he cannot go to the Rose Center.
- D. Jeremy was "marveling at the possibilities of discovery in front of them."

4. At the end of the story Jeremy refers to the exhibits on the field trip as "kiddie" exhibits. What does this suggest he feels?

- A. He is only interested in astronomy if he can use a telescope.
- B. He feels that science is a subject for little kids.
- C. He's lost his interest in space because he missed the field trip to the museum and ended up at the conservatory.
- D. He has learned something he considers more grown up and useful at the conservatory than he would have on his field trip.

5. What is the story mostly about?

- A. The many things Jeremy learns on his trip to the observatory
- B. The day Jeremy stays out home because he is sick
- C. How Professor Helfand became interested in astronomy
- D. Jeremy's field trip to the Rose Center

6. "Not so fast champ. Finish your sandwich, and then we'll go. You haven't eaten anything all day, remember?"

Why might the author have included the above sentence?

- A. to point out how difficult it is to eat when you feel sick
- B. to show how strict Jeremy's dad is
- C. to show the reader what kind of food Jeremy likes
- D. to illustrate how excited Jeremy is

7. Choose the answer that best completes the sentence below.

Jeremy gets too sick for his field trip and \_\_\_\_\_ learns what it might be like to be a real scientist.

- A. consequently
- B. previously
- C. on the other hand
- D. in particular

8. Jeremy wants to be a scientist when he gets older.

Use evidence from the text to support this statement.

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**9.** What does Jeremy learn about the stars and universe from Professor Helfand?

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**10.** What does Jeremy learn about the subject of science and how it could apply to his future?

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