

Milestones Packet

The History of Roller Skates

Joseph Merlin was a French man who liked to make new things. He also liked to ice skate. In 1760, he decided to try to make skates that could go on dry land. He put wheels on a pair of boots. Those were the first roller skates. He wore them to a party to show them to people. He couldn't stop his skates. He crashed into a mirror!

Over the years, roller skates went through many changes. One big change was made in 1863. A man named James Plimpton made a very useful kind of roller skates. These skates had four wooden wheels. Two were attached next to each other near the toe. Two wheels were put next to each other near the heel. This made them easier to control. These skates were called "quads." People made the wheels from different materials, like metal and plastic. They became very popular.

Quads were the main kind of roller skates until 1979. That was when two ice hockey players tried something new. They wanted to try to play hockey on land. They put the four wheels in one row. They made the wheels from a kind of plastic that was soft and tough. They put these wheels on a hockey boot. The wheels were thinner than the wheels on the quads. Skaters could go faster and make turns more easily. They put a rubber piece on the front that skaters used for stopping by pointing their toes down. They are called in-line skates. People keep making in-line skates better and better. They are making the wheels out of better plastic. They are making them easier to stop. What do you think will be the next big change in roller skates?

The Skates in the Closet

Amy loved ice skating. Every Saturday she would go to the Ice House in Bayside and skate for hours. She could do turns and leaps. She could skate faster than most adults. She felt like she was in her own world when she was skating.

When she had just turned nine years old, Amy spent a week at her grandmother's house. One day her grandmother said Amy could explore her closet. Amy's grandmother kept a lot of old things in there. Amy found an old red shoebox. It was very heavy when she lifted it up. When she took off the lid, she understood why the box was so heavy. Inside were her grandmother's old roller skates! Each shoe had four wheels attached to it: two on the front near the toes, and two near the heels. She slipped her feet into the skates. Her feet fit perfectly.

She decided to try them out. She stood up and made her way slowly to the door. She stepped out onto the driveway and pushed herself off. The first thing she noticed was that the ride was very bumpy. The sound of the metal wheels rolling on the driveway was loud. It was easy to stand up, but hard to actually get going fast. She skated to the end of the driveway. Even though she was going slowly, she didn't know how to stop! She managed to scrape her heel on the ground to slow down enough to try to turn around. It was like turning a boat. Slowly, she got used to the feel of the skates. After a while, she could go a little faster. She could turn in wide circles. She could stop when she needed to, but it wasn't easy. She practiced on them for the whole week. Her grandmother let her keep the skates.

When she went back to the skating rink, she felt like she was flying. It felt so strange to be able to do all the things on the ice she wanted to do. Still, every once in a while she took the old roller skates out of the box and rolled around the neighborhood, pretending she was her grandmother in the old days.

Sample Items 1–6

Read the story and answer questions 1 through 6.

The Red Shell

Sandra ran out the door of the house and down the path to the beach one last time. The wind was blowing strong off the ocean, as if to drive all people away. Sandra felt like she had a hole in her stomach. She needed something to take back home with her, something to remember the last wonderful month. A small wave of water came toward her. The water rolled up to her ankles as she scanned the sand for treasure. She picked up a flat grey rock, looked at it, and skipped it across the water. She pushed a green shiny lump with her toe, but it turned out to be the end of a long piece of seaweed. Then she saw a small red shell in the shape of a cone. She picked it up and saw that it was not broken. She held it against her heart for a moment and closed her eyes. Then she put it in her pocket and ran back to the house, having said her goodbyes to the ocean.

Two weeks later, Sandra sat on her bed pulling off her socks. She had just come home from school. She saw that her red shell was not on the windowsill by her bed.

Sandra stormed into the kitchen. Her 4-year-old sister was under the kitchen table.

“Nina, did you take my shell?” she asked.

Nina began to cry and hugged a table leg.

“Can you tell me where it is?”

“I don’t remember. I’m sorry.”

Sandra went back to the room she shared with Nina and began to look for the shell on Nina’s side of the room. She looked in her drawers and in her closet. Under Nina’s bed there was a dark rectangular shape. Sandra flattened herself and stretched out far enough to get it out with her fingertips.

It was a green wooden box that Sandra remembered. A year ago, when Sandra was 7, the box had contained a small blown glass bottle—a gift from her grandmother. Sandra opened the box, which now contained Nina’s things. Inside, there were five colored beads, a small red ball with a white heart on it, and a blue envelope with a lump in it. She turned over the envelope and her red shell fell out, along with a folded piece of paper. She flattened the paper out. It was a drawing she had made a few months before and had forgotten about. It showed a very large Sandra holding a very small Nina over her head. They both had huge smiles on their faces.

She could still barely hear Nina crying softly in the kitchen. She went and sat down next to her, took her hand, and put the shell in it.

“It’s okay, Nina. Keep it,” she said softly.

Nina took it in her hands. “But it’s yours.” She held it out to Sandra.

“Come with me,” said Sandra. She led Nina into the bedroom. She plucked the glass bottle off her desk and placed it on the table between their beds. Then she took the shell from Nina’s hand and rested it in the mouth of the bottle.

“Now it belongs to both of us,” she said.

Item 1

Selected-Response

Which word BEST describes how Sandra feels about leaving the ocean?

- A. angry
- B. bored
- C. excited
- D. unhappy

Item 2

Selected-Response

Read the sentences from the story.

She saw that her red shell was not on the windowsill by her bed.

Sandra stormed into the kitchen.

Which word BEST explains the meaning of the word *stormed*?

- A. fell
- B. jumped
- C. rushed
- D. walked

Item 3

Selected-Response

Read the paragraph.

Sandra ran out the door of the house and down the path to the beach one last time. The wind was blowing strong off the ocean, as if to drive all people away. Sandra felt like she had a hole in her stomach. She needed something to take back home with her, something to remember the last wonderful month.

Which choice BEST explains what is meant in the underlined sentence?

- A. Sandra feels sick.
- B. Sandra feels sad.
- C. Sandra feels angry.
- D. Sandra feels excited.

Item 4

Evidence-Based Selected-Response Technology-Enhanced

This question has two parts. Answer Part A, and then answer Part B.

Part A

What is the central message of the story?

- A. It is nice to share.
- B. It is fun to play at the beach.
- C. It is good to keep your room clean.
- D. It is important to remember where you put things.

Part B

Which sentence from the story BEST supports the answer in Part A?

- A. She picked up a flat grey rock, looked at it, and skipped it across the water.
- B. Sandra went back to the room she shared with Nina and began to look for the shell on Nina's side of the room.
- C. "I don't remember. I'm sorry."
- D. "Now it belongs to both of us," she said.

Sample Items 4–10

Item 4

Selected-Response

An equation is written.

$$42 \div 6 = \square$$

Which other equation can be used to find the quotient?

A. $6 \times \square = 42$

B. $42 \times 6 = \square$

C. $6 + \square = 42$

D. $42 - \square = 6$

Item 5

Selected-Response

Which expression has the same value as 6×16 ?

A. $(6 \times 10) + (6 \times 6)$

B. $(6 + 10) \times (6 + 6)$

C. $(4 \times 10) + (2 \times 6)$

D. $(4 + 10) \times (2 + 6)$

Item 7

Selected-Response

An equation is shown.

$$8 \times \square = 64$$

What is the missing number that makes the equation true?

- A. 8
- B. 9
- C. 56
- D. 72

Item 8

Multi-Part Technology-Enhanced

A bag of 54 marbles will be shared equally among some friends. The equation shows that each friend takes 9 marbles.

$$54 \div \square = 9$$

Part A

How many friends share the bag of marbles?

- A. 6
- B. 45
- C. 63
- D. 486

Part B

Kim suggests they each take only 6 marbles so that they can share the bag of marbles with more people. How many people can now share the bag of 54 marbles?

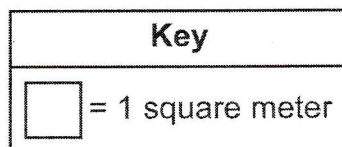
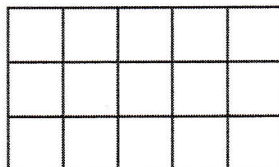
- A. 9
- B. 48
- C. 60
- D. 324

Sample Items 11–14

Item 11

Selected-Response

The diagram represents the floor of a rectangular garage.



What is the **TOTAL** area of the floor?

- A. 8 square meters
- B. 15 square meters
- C. 16 square meters
- D. 20 square meters

Item 12

Selected-Response

Pam had 3 bags of marbles. There were 6 marbles in each bag. Pam gave 5 marbles to her friend.

How many marbles did Pam have left?

- A. 13
- B. 14
- C. 18
- D. 23

Sample Items 15–20

Item 15

Selected-Response

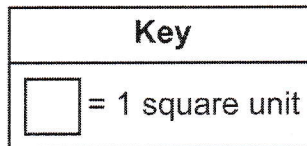
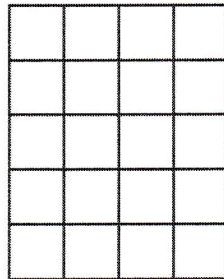
Which one of these quadrilaterals ALWAYS has four sides of equal length?

- A. rectangle
- B. square
- C. trapezoid
- D. parallelogram

Item 16

Selected-Response

A wall is covered in square tiles as shown in the diagram.



Which expression shows how to find the area of this wall?







- A. $4 + 5$
- B. 5×5
- C. 5×4
- D. $4 + 5 + 4 + 5$

Item 22

Drag-and-Drop Technology-Enhanced

Move each fraction model into the column that BEST describes the shaded part of the model.

Less Than $\frac{2}{3}$	Equal to $\frac{2}{3}$	Greater Than $\frac{2}{3}$

➡ Use a mouse, touchpad, or touchscreen to move the fraction models into the columns. Each fraction model may be used once.