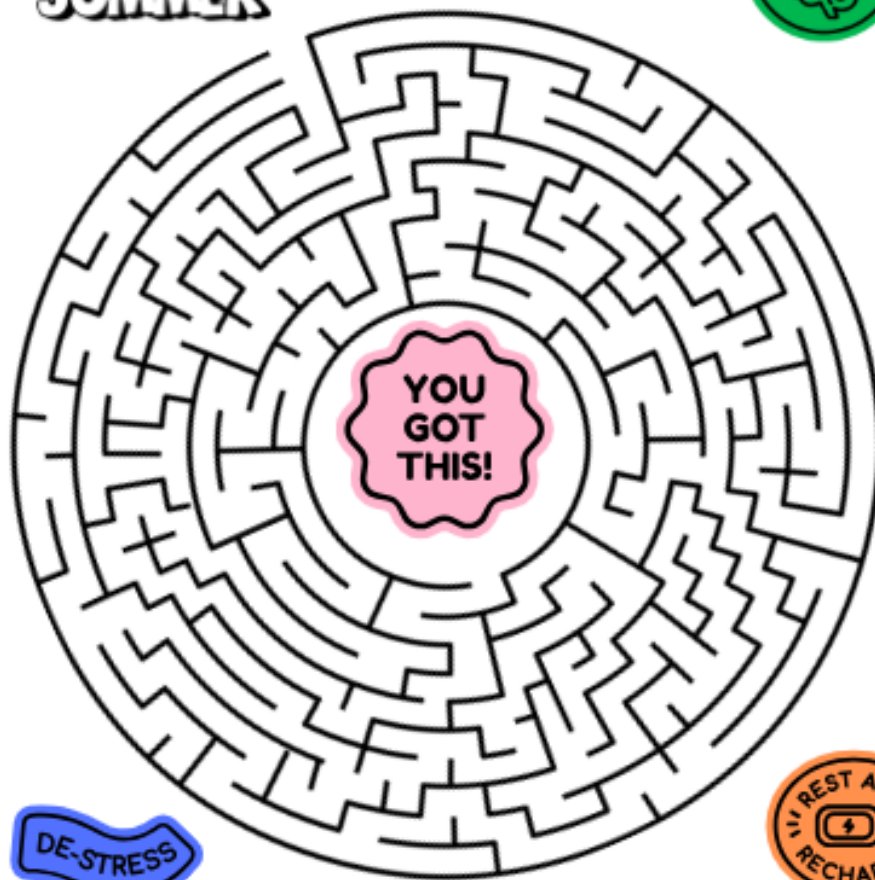


SUMMER LEARNING PACKET

BRIDGEPORT PUBLIC SCHOOLS

Students Entering: Seventh Grade
Find your way out of the maze

SUMMER



June 2025

Dear Bridgeport, Public School Families,

Can you believe summer is almost here? It is hard to believe! As the end of the year approaches, we want to take a moment to share some daily activities to keep your child engaged during the summer. The attached Summer Learning contains reading comprehension and activities that incorporate science and art. The Summer Learning Packet provides additional practice that will reinforce what was learned this school year. It will help your child stay prepared and geared up for the next grade level. Students should complete their work and return to their classroom teacher on the first day of school. Please encourage students to complete the activities and also read at least 30 minutes daily to complete the Governor's Reading Challenge. Also, your child can practice their reading skills by using the Lexia program they used this school year. Be sure to put your child's first name, last name, and grade level on the front of their notebook. When the new school year starts, s/he will bring the notebook to their teacher during the first week of school. Students will earn a certificate for completing the Summer Learning Packet. Let's keep our skills sharp. Have a great summer. We can't wait to see everyone again!

Thank you for sharing your children with us

Sincerely,
Bridgeport Public Schools, Academic Directors

Summer Literacy & Learning Packet Activities Directions:

1. Reading: Directions: Read each passage using your close reading strategies. You may need to read it more than once. Then answer the matching question completely
2. Bingo Board Activity: Complete at least 5-7 activities and mark off that you completed by putting a star, dot or checkmark on the activity you did.
3. Hopes and Dreams- Think about Goals for the Upcoming School Year 25-26.

Bear Care

by Stephen Fraser

Lisa Stevens oversees two of the Smithsonian zoo's most popular residents: the giant pandas.

No more than 2,000 giant pandas exist in the world. So Lisa Stevens has one of the most specialized and critical jobs in her field. She is the curator of pandas at the Smithsonian's National Zoological Park in Washington, D.C. The zoo is home to two giant pandas: Tian Tian, a 13-year-old male, and Mei Xiang, a 12-year-old female. *Current Science* spoke with Stevens about the challenges of keeping giant pandas and what has been learned at the zoo about the species.

Current Science: Did giant pandas fascinate you as a child?

Lisa Stevens: I was fascinated by animals in general, though mostly insects and reptiles. I grew up in Thailand and Japan in tropical environments.

CS: What was your major in college?

Stevens: I have a Bachelor of Science degree in *zoology* [the scientific study of animals] from Michigan State University.

CS: How did you get the job at the zoo?

Stevens: I was volunteering at the Smithsonian insect zoo and contemplating veterinary school or graduate studies in *entomology* [the scientific study of insects] when I heard about a panda keeper position at the zoo.

CS: Are giant pandas considered bears?

Stevens: Yes, giant pandas are bears. That was established in 1987 through DNA analysis.

CS: What features make giant pandas like, and unlike, other bears?

Stevens: Like other bears, giant pandas have the same body structure and are primarily solitary as adults. Unlike other bears, which are primarily *omnivorous* [eat plants and animals], pandas feed almost exclusively on bamboo.

Most bears consume high-energy foods that enable them to slow down and stay in their dens throughout the winter. But bamboo is a low-energy food, so pandas have to eat all year round. They can't hibernate.

Giant pandas are also unique in terms of the presence of a broadened skull and *molars* [teeth that have deep grooves and ridges for crushing or grinding food], as well as *pseudo-thumbs*. A pseudo-thumb is not a finger but a bony extension of one of the wrist bones. It assists the panda in grasping and manipulating bamboo stalks.

CS: Mei Xiang and Tian Tian have produced only one surviving cub. Why is it so difficult to breed



Jessie Cohen/National Zoo

Lisa Stevens feeds one of her celebrity charges. Giant pandas will eat carrots, apples, sugarcane, and sweet potatoes in addition to bamboo.

giant pandas in captivity?

Stevens: They are difficult to breed because females *ovulate* [release eggs] only once a year and are *fertile* [able to conceive] for just two days. Some mammals have more than one period of fertility in a year. Human females are fertile once a month.

CS: What has been discovered about giant pandas at your zoo?

Stevens: Giant pandas regularly experience *false pregnancies*. A false pregnancy is a state in which a female exhibits symptoms of pregnancy but is not pregnant. We looked at hormones in the urine, which showed that the female panda's body goes through the same hormonal changes whether she is pregnant or not. There is still not a test to tell whether a panda is truly pregnant. Scientists are still working on this.

We also learned how to monitor the health of newborn cubs by counting their vocalizations. Newborn pandas are noisy when they are healthy. We counted the number of squeals and grunts to monitor their activity. This is important because panda cubs are tucked under their mothers' large arms and are difficult to see.

CS: Are you allowed to interact with the pandas? If so, how do the pandas respond to you?

Stevens: Yes. I interact with them through protective barriers. They are comfortable with the keeper staff and me. They are primarily interested in us as food providers.

CS: Why are giant pandas rare in the wild?

Stevens: The giant panda evolved its specialized bamboo diet during a time when the bamboo forests were plentiful throughout China and Southeast Asia. That specialization has made the species vulnerable to habitat loss due to human activities.

CS: What is the National Zoo doing to help panda conservation?

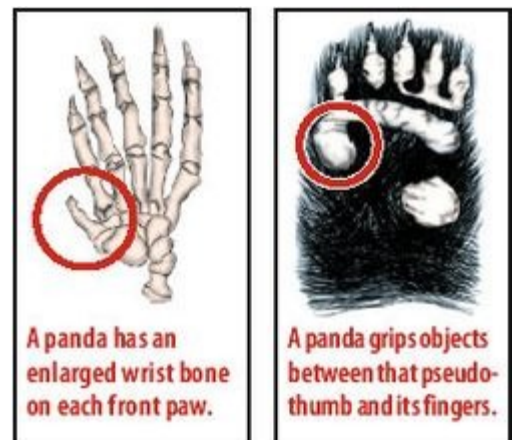
Stevens: We are working with our Chinese colleagues to establish wildlife management and research programs in the reserves in China so that there is effective conservation for giant pandas, their habitat, and all the other animals that depend on that forest. We also provide funds to help build roads and provide offices, laboratories, and housing so that park staff can live near and actually get into the reserves to study and monitor animals.

CS: What is the most difficult part of your job?

Stevens: When animals get sick or die.

CS: What is the most rewarding part of your job?

Stevens: It's rewarding to go home in the evening and know that your animals were given the best of care. It's rewarding to light a fire for conservation in a person's heart, whether it is a child or an adult.



KRT/Newscom

CS: What would you tell a young person who wants to pursue a career in zoos?

Stevens: Study the sciences, and get lots of hands-on experience-at riding stables, humane societies, vet clinics, and the like. Read, read, read, and watch animal-related programming. Volunteer in your spare time to help a conservation or animal-care group.



AP Images

Above: Mei Xiang and her cub Tai Shan, who now lives in China. Left: Tai Shan eating bamboo

Name: _____ Date: _____

1. What did Lisa Stevens study in college?

- A. paleontology
- B. entomology
- C. geology
- D. zoology

2. How does the author describe the job of curator of pandas at the Smithsonian zoo?

- A. as dangerous and difficult
- B. as common, but interesting
- C. as fun, but unimportant
- D. as specialized and critical

3. After reading the passage, you can conclude all of the following about Lisa Stevens EXCEPT

- A. she finds her job rewarding
- B. she would rather be a veterinarian
- C. she is comfortable being around animals
- D. she enjoys working with giant pandas

4. Read this sentence from the passage:

"I was volunteering at the Smithsonian insect zoo and contemplating veterinary school or graduate studies in entomology [the scientific study of insects] when I heard about a panda keeper position at the zoo."

Based on the text, the word **contemplating** means

- A. considering thoroughly
- B. giving little thought
- C. listening attentively
- D. studying diligently

5. The primary purpose of this passage is to describe
- A. why giant pandas have so much difficulty breeding in captivity
 - B. the reason giant pandas are so popular at the Smithsonian zoo
 - C. how giant pandas use their pseudo-thumbs to grasp bamboo stalks
 - D. Lisa Stevens's job as curator of pandas at the Smithsonian zoo
6. According to the article, how are giant pandas like other bears?
7. What might happen if more bamboo forests disappear? Give specific examples from the article that support your answer.
8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Giant pandas can't hibernate throughout winter _____ they have to eat all year long.

- A. although
- B. until
- C. before
- D. because

Music Inside of Us

by Kyria Abrahams



When I was four years old, I wanted nothing more in life than to play the piano. My best friend Bethany had a piano, but she didn't play it very often. I could barely contain my jealousy. I felt something tingle inside me when I played it. The piano was important. It was meant to be. Bethany hardly played it at all. She would rather play hide-and-seek. It didn't seem fair.

One day my mother came to pick me up from Bethany's house.

"Watch this!" I told her. Then I ran to play a song I had learned that morning. It was a Russian ballad called "Song of the Volga Boatmen." It was a very easy arrangement of notes, and I learned it quickly. The lyrics went like this:

Yo-oh.

Yo heave ho.

One more time.

Once again.

I sang the song while I played it.

"Check it out, Mom!" I was so proud of what I'd learned. "I can play this song all by myself!"

"That's nice," she said. "But we can't afford a piano."

I cried a little, or maybe I even cried a lot. Then we went home. There was nothing I could do. There would be no piano on that day.

It wasn't that my mother didn't want to give me a piano. She just couldn't. In fact, we wouldn't have the money to buy a piano for almost 10 more years.

When I turned six, my mother bought me a recorder. The recorder is like a plastic clarinet. I learned to play "Three Blind Mice" and "Hot Cross Buns" but not "Song of the Volga Boatmen."

The problem was I didn't *love* the recorder. It was just something to play. The piano was special. When I played the recorder, I didn't feel anything special inside. I hated practicing. I was bored.

I asked my mother if we could have a piano.

"We still can't afford one," she said. "One day, I promise."

In the sixth grade, my mother traded in the recorder for a real clarinet. I liked the clarinet more, but it still wasn't a piano.

My brother asked if he could have a guitar. Instead, my mother bought him a flute. He didn't like the flute at *all*.

"It was on sale," she told him. "It's a nice flute! You should play the flute."

I never once saw my brother practice the flute. He left the flute lying around the house like he was trying to lose it. My mother would find it in the living room shoved under the couch.

"I just don't understand you!" my mother would exclaim. "A perfectly good flute!"

"But I wanted a guitar," he would say.

I taught myself a little bit of the flute as well as the clarinet. I thought it would make my mother feel better about spending money. But in my heart, I still longed for a piano.

Everyone said I had a very nice sound on the clarinet; that it was "smooth," and I never squeaked or squawked my high notes. I liked being good at something, and I loved playing music, but I wasn't happy. It wasn't the music that was inside of me.

One day, when I was in seventh grade, my mother clipped an ad out of the newspaper. This was back in the 1980s, before computers, so if people wanted to sell something, they had to put an ad in an actual newspaper.

We drove to a stranger's home in Providence, Rhode Island, where I grew up. The woman had a beautiful, dark wood piano from Russia. It's called an upright piano because it was tall. It had a slick, modern design. It was so shiny it looked like it was wet.

"We'll take it," my mother said. "It has a nice sound."

After that, I played the piano every single day. I played it before school. I played it after school. I even played if I stayed home sick. On the weekends, I played all day long until my parents had to ask me to stop.

When I left for school in the morning, I would leave sheet music open on the piano. Sheet music is like a book with notes and lyrics in it. It tells you how a song goes. So I would plan it out ahead of time, before I left.

When I got home from school, I wouldn't even take my backpack off. I'd walk straight to the piano and sit down and start playing the sheet music I had left open that morning.

I had finally found the music inside of me.

We all have music inside of us, even if it's just what we listen to. Surely, you have a favorite band or a favorite song. You want to sing along with it, or dance to it. You move to the beat of that favorite song.

Or, maybe, like my brother, you want to pick up a guitar and actually play that song. It's been 20 years since my brother asked for a guitar. Now he owns four of them.

Do you struggle with music? Have you been given an instrument to play, but you just can't play it? Maybe like my brother, you were given a flute when you really wanted a guitar.

If you find that you are struggling with your instrument, remember the story of my clarinet. I wasn't happy with the clarinet, because it wasn't the right instrument for me. Remember my brother and how much he hated the flute? He loves the guitar and plays every day. He also sings.

Maybe you think you're just no good or that you don't have any musical talent. Don't get discouraged. It's not true! We all have music inside of us. Now it's up to you to find the right way to set that music free.

Name: _____ Date: _____

1. What instrument does the author want to own?

- A. clarinet
- B. piano
- C. flute
- D. guitar

2. This passage describes the sequence of events that led to the author owning a piano.

Which instrument did the author receive first?

- A. recorder
- B. flute
- C. piano
- D. clarinet

3. The author's mother supported the musical development of her children. What information from the passage supports this conclusion?

- A. The author's mother could not afford to buy the author a piano when she was very young.
- B. The author's mother would find her son's flute lying around the house.
- C. The author's mother clipped an ad out of the newspaper when the author was in seventh grade.
- D. The author's mother bought her kids different instruments to play even if they were instruments her kids didn't love.

4. Based on the information in the passage, what can be concluded about the author's musical ability?

- A. The author is a good musician who can play multiple instruments.
- B. The author is only good at playing the recorder.
- C. The author is only good at playing the piano.
- D. The author is not a good musician.

5. What is the main idea of this passage?

- A. how every person can enjoy making music if they find the right instrument
- B. how to play the piano
- C. why every person should play the piano
- D. why the guitar is a better instrument than the flute

6. Read the following sentences from the passage: "Do you **struggle** with music? Have you been given an instrument to play, but you just can't play it?"

As used in the passage, what does the word "**struggle**" mean?

- A. physically fighting against something
- B. easily learning a new skill
- C. having difficulty mastering something
- D. facing an impossible task

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

The author played different instruments when she was young, _____ it was the piano which she longed for.

- A. finally
- B. but
- C. initially
- D. for instance

8. Why didn't the author's mother buy the author a piano when the author was very young?

9. Why did the author's brother not practice the flute his mother bought him?

10. Describe what the author means when she uses the phrase "the music inside of us." Use information from the passage to support your answer.

Name: _____ Class: _____

Seventh Grade

By Gary Soto
1990

Gary Soto is an American poet, novelist, and memoirist. In this short story, a boy tries to impress a girl on the first day of seventh grade. As you read, take notes on what Victor does to try to impress Teresa.

- [1] On the first day of school, Victor stood in line half an hour before he came to a wobbly card table. He was handed a packet of papers and a computer card on which he listed his one elective, French. He already spoke Spanish and English, but he thought someday he might travel to France, where it was cool; not like Fresno, where summer days reached 110 degrees in the shade. There were rivers in France, and huge churches, and fair-skinned people everywhere, the way there were brown people all around Victor.



["IMG_1128"](#) by xMizLitx is licensed under CC BY 2.0.

Besides, Teresa, a girl he had liked since they were in catechism¹ classes at Saint Theresa's, was taking French, too. With any luck they would be in the same class. Teresa is going to be my girl this year, he promised himself as he left the gym full of students in their new fall clothes. She was cute. And good in math, too, Victor thought as he walked down the hall to his homeroom. He ran into his friend, Michael Torres, by the water fountain that never turned off.

They shook hands, *raza*-style,² and jerked their heads at one another in a *saludo de vato*.³ "How come you're making a face?" asked Victor.

"I ain't making a face, *ese*."⁴ This is my face." Michael said his face had changed during the summer. He had read a *GQ* magazine⁵ that his older brother had borrowed from the Book Mobile and noticed that the male models all had the same look on their faces. They would stand, one arm around a beautiful woman, and scowl. They would sit at the pool, their rippled stomachs dark with shadow, and scowl. They would sit at dinner tables, cool drinks in their hands, and scowl.

- [5] "I think it works," Michael said. He scowled and let his upper lip quiver. His teeth showed along with the ferocity of his soul. "Belinda Reyes walked by a while ago and looked at me," he said.

Victor didn't say anything, though he thought his friend looked pretty strange. They talked about recent movies, baseball, their parents, and the horrors of picking grapes in order to buy their fall clothes. Picking grapes was like living in Siberia, except hot and more boring.

1. a summary of the principles of Christian religion in the form of questions and answers
2. Spanish for "between friends," meaning they shared a secret handshake
3. Spanish for "greeting between dudes"
4. Spanish slang meaning "man"
5. a men's fashion and style magazine

"What classes are you taking?" Michael said, scowling.

"French. How 'bout you?"

"Spanish. I ain't so good at it, even if I'm Mexican."

[10] "I'm not either, but I'm better at it than math, that's for sure."

A tiny, three-beat bell propelled students to their homerooms. The two friends socked each other in the arm and went their ways, Victor thinking, man, that's weird. Michael thinks making a face makes him handsome.

On the way to his homeroom, Victor tried a scowl. He felt foolish, until out of the corner of his eye he saw a girl looking at him. Umm, he thought, maybe it does work. He scowled with greater conviction.⁶

In the homeroom, roll was taken, emergency cards were passed out, and they were given a bulletin to take home to their parents. The principal, Mr. Belton, spoke over the crackling loudspeaker, welcoming the students to a new year, new experiences, and new friendships. The students squirmed in their chairs and ignored him, they were anxious to go to first period. Victor sat calmly, thinking of Teresa, who sat two rows away, reading a paperback novel. This would be his lucky year. She was in his homeroom, and would probably be in his English and math classes. And, of course, French.

The bell rang for first period, and the students herded noisily through the door. Only Teresa lingered, talking with the homeroom teacher.

[15] "So you think I should talk to Mrs. Gaines?" she asked the teacher. "She would know about ballet?"

"She would be a good bet," the teacher said. Then added, "Or the gym teacher, Mrs. Garza."

Victor lingered, keeping his head down and staring at his desk. He wanted to leave when she did so he could bump into her and say something clever.

He watched her on the sly. As she turned to leave, he stood up and hurried to the door, where he managed to catch her eye. She smiled and said, "Hi, Victor."

He smiled back and said, "Yeah, that's me." His brown face blushed. Why hadn't he said, "Hi, Teresa," or "How was your summer?" or something nice.

[20] As Teresa walked down the hall, Victor walked the other way, looking back, admiring how gracefully she walked, one foot in front of the other. So much for being in the same class, he thought. As he trudged⁷ to English, he practiced scowling.

In English they reviewed the parts of speech. Mr. Lucas, a portly⁸ man, waddled down the aisle, asking, "What is a noun?"

6. the quality of showing that one is firmly convinced of what one believes or says

7. **Trudge (verb):** to walk slowly and with heavy steps

8. having a round body; somewhat fat

"A person, place, or thing," said the class in unison.

"Yes, now somebody give me an example of a person — you, Victor Rodriguez."

"Teresa," Victor said automatically. Some of the girls giggled. They knew he had a crush on Teresa. He felt himself blushing again.

[25] "Correct," Mr. Lucas said. "Now provide me with a place."

Mr. Lucas called on a freckled kid who answered, "Teresa's house with a kitchen full of big brothers."

After English, Victor had math, his weakest subject. He sat in the back by the window, hoping that he would not be called on. Victor understood most of the problems, but some of the stuff looked like the teacher made it up as she went along. It was confusing, like the inside of a watch.

After math he had a fifteen-minute break, then social studies, and finally lunch. He bought a tuna casserole with buttered rolls, some fruit cocktail, and milk. He sat with Michael, who practiced scowling between bites. Girls walked by and looked at him.

"See what I mean, Vic?" Michael scowled. "They love it."

[30] "Yeah, I guess so."

They ate slowly, Victor scanning the horizon for a glimpse of Teresa. He didn't see her. She must have brought lunch, he thought, and is eating outside. Victor scraped his plate and left Michael, who was busy scowling at a girl two tables away.

The small, triangle-shaped campus bustled with students talking about their new classes. Everyone was in a sunny mood. Victor hurried to the bag lunch area, where he sat down and opened his math book. He moved his lips as if he were reading, but his mind was somewhere else. He raised his eyes slowly and looked around. No Teresa.

He lowered his eyes, pretending to study, then looked slowly to the left. No Teresa. He turned a page in the book and stared at some math problems that scared him because he knew he would have to do them eventually. He looked at the right. Still no sign of her. He stretched out lazily in an attempt to disguise his snooping.

Then he saw her. She was sitting with a girlfriend under a plum tree. Victor moved to a table near her and daydreamed about taking her to a movie. When the bell sounded, Teresa looked up, and their eyes met. She smiled sweetly and gathered her books. Her next class was French, same as Victor's.

[35] They were among the last students to arrive in class, so all the good desks in the back had already been taken. Victor was forced to sit near the front, a few desks away from Teresa, while Mr. Bueller wrote French words on the chalkboard. The bell rang, and Mr. Bueller wiped his hands, turned to the class, and said, "*Bonjour*."

"*Bonjour*," braved a few students.

"*Bonjour*" Victor whispered. He wondered if Teresa heard him.

Mr. Bueller said that if the students studied hard, at the end of the year they could go to France and be understood by the populace.

One kid raised his hand and asked, "'What's 'populace?'"

[40] "The people, the people of France."

Mr. Bueller asked if anyone knew French. Victor raised his hand, wanting to impress Teresa. The teacher beamed⁹ and said, "*Tres bien. Parlez-vous francais?*"¹⁰

Victor didn't know what to say. The teacher wet his lips and asked something else in French. The room grew silent. Victor felt all eyes staring at him. He tried to bluff his way out by making noises that sounded French.

"La me vave me con le grandma," he said uncertainly.

Mr. Bueller, wrinkling his face in curiosity, asked him to speak up.

[45] Great rosebushes of red bloomed on Victor's cheeks. A river of nervous sweat ran down his palms. He felt awful. Teresa sat a few desks away, no doubt thinking he was a fool.

Without looking at Mr. Bueller, Victor mumbled, 'Frenchie oh weve gee in September.'

Mr. Bueller asked Victor to repeat what he said.

"Frenchie oh weve gee in September," Victor repeated.

Mr. Bueller understood that the boy didn't know French and turned away. He walked to the blackboard and pointed to the words on the board with his steel-edged ruler.

[50] "*Le bateau*,"¹¹ he sang.

"*Le bateau*," the students repeated.

"*Le bateau est sur l'eau*,"¹² he sang.

"*Le bateau est sur l'eau*."

Victor was too weak from failure to join the class. He stared at the board and wished he had taken Spanish, not French. Better yet, he wished he could start his life over. He had never been so embarrassed. He bit his thumb until he tore off a sliver of skin.

9. **Beam (verb):** to smile brightly

10. French for "very good. Do you speak French?"

11. French for "the boat"

12. French for "the boat is on the water"

[55] The bell sounded for fifth period, and Victor shot out of the room, avoiding the stares of the other kids, but had to return for his math book. He looked sheepishly at the teacher, who was erasing the board, then widened his eyes in terror at Teresa who stood in front of him. "I didn't know you knew French," she said. "That was good."

Mr. Bueller looked at Victor, and Victor looked back. Oh please, don't say anything, Victor pleaded with his eyes. I'll wash your car, mow your lawn, walk your dog — anything! I'll be your best student, and I'll clean your erasers after school.

Mr. Bueller shuffled through the papers on his desk. He smiled and hummed as he sat down to work. He remembered his college years when he dated a girlfriend in borrowed cars. She thought he was rich because each time he picked her up he had a different car. It was fun until he had spent all his money on her and had to write home to his parents because he was broke.

Victor couldn't stand to look at Teresa. He was sweaty with shame. "Yeah, well, I picked up a few things from movies and books and stuff like that." They left the class together. Teresa asked him if he would help her with her French.

"Sure, anytime," Victor said.

[60] "I won't be bothering you, will I?"

"Oh no, I like being bothered."

"*Bonjour*," Teresa said, leaving him outside her next class. She smiled and pushed wisps of hair from her face.

"Yeah, right, *bonjour*," Victor said. He turned and headed to his class. The rosebuds of shame on his face became bouquets of love. Teresa is a great girl, he thought. And Mr. Bueller is a good guy.

He raced to metal shop. After metal shop there was biology, and after biology a long sprint to the public library, where he checked out three French textbooks.

[65] He was going to like seventh grade.

"Seventh Grade" from In Baseball in April and Other Stories ©1990 by Gary Soto. Reprinted with permission of Houghton Mifflin Harcourt.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: How do Victor's actions develop the story's theme? [RL.2]
 - A. Victor makes funny faces throughout the school day, as he believes that making people laugh is the most important thing.
 - B. Victor is willing to do anything to get Teresa's attention, even if it means lying, because he likes her so much.
 - C. Victor goes as far as lying to get Teresa's attention, but finds that honesty is the best way to make a good first impression.
 - D. Victor spends his first day of school trying so hard to be someone that Teresa would like that he realizes he is no longer being true to himself.
2. PART B: Which detail from the text best supports the answer to Part A? [RL.1]
 - A. "On the way to his homeroom, Victor tried a scowl. He felt foolish, until out of the corner of his eye he saw a girl looking at him." (Paragraph 12)
 - B. "Mr. Bueller asked if anyone knew French. Victor raised his hand, wanting to impress Teresa. The teacher beamed and said, 'Tres bien. Parlez-vous francais?'" (Paragraph 41)
 - C. "A river of nervous sweat ran down his palms. He felt awful. Teresa sat a few desks away, no doubt thinking he was a fool." (Paragraph 45)
 - D. "Victor couldn't stand to look at Teresa. He was sweaty with shame. 'Yeah, well, I picked up a few things from movies and books and stuff like that.'" (Paragraph 58)
3. How does the phrase "Great rosebushes of red bloomed on Victor's cheeks" contribute to the text in paragraph 45? [RL.4]
 - A. It stresses how excited he is to show off his French skills to Teresa.
 - B. It reveals that Victor does not enjoy being the center of attention.
 - C. It emphasizes how embarrassed Victor feels as he tries to impress Teresa.
 - D. It shows how worried Victor is that he will get in trouble with the teacher.
4. PART A: Which of the following best describes how Teresa responds to Victor speaking up in French class? [RL.3]
 - A. She thinks he was joking and finds his comments funny.
 - B. She knows he was lying, but she pretends to be impressed.
 - C. She believes he is speaking French and admires his abilities.
 - D. She realizes that he can't speak French and teases him.
5. PART B: Which quote from the text best supports the answer to Part A? [RL.1]
 - A. "'I didn't know you knew French,' she said. 'That was good.'" (Paragraph 55)
 - B. "He remembered his college years when he dated a girlfriend in borrowed cars." (Paragraph 57)
 - C. "Victor couldn't stand to look at Teresa. He was sweaty with shame." (Paragraph 58)
 - D. "'Bonjour,' Teresa said, leaving him outside her next class. She smiled and pushed wisps of hair from her face." (Paragraph 62)

6. How does Paragraph 57 contribute to the meaning of the short story? [RL.5]

Should School Be Year-Round?

Many students say that June is the best time of year. In most places, school lets out as summer begins. Some students don't spend summers at home or at camp, though. They are in school instead. That is because they go to year-round schools.

Students in some year-round schools go to school the same number of days as students in schools with a long summer break. They get mini-breaks throughout the year instead of one long summer vacation. The mini-breaks are a few weeks long. For example, students at some year-round schools get a few weeks off at Thanksgiving instead of just a few days.

More and more schools are becoming year-round places of learning. The National Association for Year-Round Education states that the number of students in year-round schools tripled from 1990 to 2000. By 2001, there were about 3,000 year-round schools.

Is your school year-round? If not, would you want it to be? Read the arguments that follow.

Yes, Schools Should Be Year-Round

Year-round schools are better than schools with a long summer break. Students in year-round schools have more breaks. They get to enjoy time off in every season.

Year-round schools allow families to plan vacations at times other than summer. Students in year-round schools are less likely to have to miss school for a trip that isn't in the summer.

Frequent breaks are good for students. They have less stress when they go back to school after a short break. They become more eager to learn. One student said, "I love it. Just about the time I'm really tired, I get a break."

Breaks also give teachers time to plan better lessons. Teachers in schools with a long summer break are so busy teaching that they have less time to plan lessons for their classes. Students in year-round schools tend to remember what they learn. That is because their breaks aren't too long. Teachers don't have to spend time going over things that students have forgotten over the summer. All schools should be year-round.

No, Schools Should Not Be Year-Round

Year-round schools are a bad idea. Summer is a great season. Students should be able to enjoy their summers fully.

Most families plan vacations over the summer. Year-round schools restrict summer family vacations. They also don't allow students to go away to camp or take on summer jobs to earn money for the future.

Too many breaks disrupt learning. The breaks allow teachers to focus on a topic for only a few weeks. During mini-breaks, students are away from school long enough to forget what they learned.

In schools with a long summer break, lessons are not broken up by frequent breaks. Teachers can spend more time on one topic. Teachers also don't have to plan around as many breaks. Summer can also be very hot. Many schools don't have air conditioning. How can students learn in a hot classroom?

Christopher Newland, a researcher at Auburn University, said that year-round schools do not help students learn. Newland said, "The evidence is that it would be as useful as changing the color of the school buses."

Schools with a long summer break work just fine. There is no need to change to year-round schools.

Name: _____ Date: _____

1. According to the passage, why might students have trouble learning in school during the summer?

- A Many students would rather be at the beach than inside a classroom.
- B Many schools do not have air conditioning, and students would be too hot to learn.
- C Year-round schools make students more tired than schools with a long summer break.
- D Many students are more likely to daydream when the weather outside is hot.

2. How does the author organize the information in this passage?

- A The author describes a problem and several possible solutions.
- B The author defines several different terms.
- C The author describes an argument and then presents evidence to support both sides.
- D The author gives evidence to support his opinion but ignores other opinions.

3. Read this statement: "Students feel like they need frequent breaks." Which piece of evidence from the text supports this statement?

- A the information from the National Association for Year-Round Education
- B the quote from a student
- C the quote from the researchers
- D the information about air conditioners

4. It can be inferred from the passage that

- A students do not remember material after breaks
- B students do not read during breaks
- C teachers do not teach well enough during the school sessions
- D teachers can get better at teaching during breaks

5. Read these sentences from the introduction:

"Is your school year-round? If not, would you want it to be? Read the arguments that follow."

In these sentences the author is

- A summarizing his arguments
- B stating his opinion and supporting it with evidence
- C speaking directly to readers to increase their interest
- D creating a mood of anger within the passage

6. This passage is mostly about

- A reasons why nine-month schools should offer longer vacations
- B reasons why all schools should be year-round schools
- C reasons why year-round schools are or are not a good idea
- D reasons why teachers would prefer to teach in year-round schools

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

Students at a year-round school might get several weeks off at Thanksgiving _____
a year-round schedule includes mini-breaks throughout the year rather than one long summer break.

- A but
- B although
- C because
- D however

8. What evidence is presented in the text to show that year-round schools are becoming more popular?

9. Summarize the five arguments for more year-round schools.

10. The author suggests that the decision about school schedules affects multiple groups of people. List the groups of people and describe why this decision may affect each group.

The Great Barrier Reef

Where are the most biologically diverse places on the planet? If I asked you this question, you might guess the Amazon rainforest in Brazil or the jungles of India. But, in fact, one of the richest sources of biodiversity is actually underwater. Off the northeastern coast of Australia live thousands of species of fish, birds and reptiles. Their home is the Great Barrier Reef, the world's largest coral reef. Stretching over 1,600 miles, the Great Barrier Reef is as long as the distance from Boston to Miami in the United States. The Great Barrier Reef is home to over 1,500 species of fish. But it's not just fish that live in the reef. The reef also provides food and shelter to sponges, whales, dolphins, marine turtles and mollusks.

The reef may look like a rock but it's actually alive. Coral reefs are underwater structures that are made by corals—tiny animals that are related to jellyfish. The coral have tender bodies that are vulnerable to attack, so they secrete a hard substance called calcium carbonate to protect their exteriors. The calcium carbonate builds up until it makes formations that look like rocks to the human eye. Coral reefs grow best in warm, shallow, clear water that receives a lot of sunshine. Around a quarter of all marine species live in coral reefs, and they play an important role in supporting diversity in the ocean. Charles Darwin, the famous biologist who first proposed the scientific theory of evolution, described the coral reef as an oasis in the desert of the ocean. Though tropical waters typically provide very little nutrients, the coral reefs that exist in tropical waters are among the richest and most diverse ecosystems on earth.

The Great Barrier Reef is the largest coral reef on the planet. Covering more than 133,000 square miles, it is even visible from outer space. Scientists believe that the Reef is around 500,000 years old, but has shifted forms several times during its existence. The Reef has most likely had its present topology for 6,000-8,000 years. Hundreds of different species of coral make up the various structures composing the Great Barrier Reef. Within these structures, several ecosystems flourish. Ecosystems are complex systems that contain several species that interact with one another.

Symbiotic Relationships on the Reef: Clownfish and Sea Anemone

The Great Barrier Reef is home to a number of species that have special, interdependent relationships. One such example is the unique, mutually beneficial partnership that exists between the clownfish and the sea anemone. Clownfish are small fish, typically about three to seven inches long. The name comes from their bright coloring, which can be orange, red or yellow, interspersed with stripes of black and white. The sea anemone is a polyp, a cousin to the jellyfish. The clownfish and sea anemone each benefit the other. In science, this type of relationship is called symbiotic and mutualistic.

Sea anemone have long tentacles and look like exotic underwater flowers. But the sea anemone has a hidden power—its tentacles have venom that paralyzes fish and crabs. Once the fish are paralyzed, the sea anemone eats them. How does the clownfish survive living inside such a dangerous home? The body of the clownfish is covered in a particular type of mucus. This mucus protects the clownfish from the anemone, making it immune to the poison. Because clownfish live inside anemone, the poison tentacles protect them from other predators. The clownfish is also able to eat some of the food the anemone can't digest. The sea anemone benefits from having clownfish live inside it, as well. The clownfish plays a crucial role defending the sea anemone from fish and parasites that might otherwise harm it.

Visitors to the Reef: Humpback whales

While the Great Barrier Reef is the permanent home for many animals and plants, other species only visit the area seasonally. The humpback whale comes to the Great Barrier Reef every winter to breed and give birth to its young. Though humpback whales look similar to fish and share many characteristics, they are, in fact, mammals. Instead of scales they are covered in skin. The markings on a humpback whale's skin are unique to each whale, similar to how every human being has a fingerprint unlike any other. Humpback whales are one of the largest animals on the Great Barrier Reef, about as long as a medium school bus. On average, the humpback whale comes to the ocean's surface to breathe every seven to 15 minutes, but they can remain underwater for as long as 45 minutes.

Humpback whales are famous for their singing. Male humpback whales vocalize, making noises that last up to 20 minutes and sound eerily similar to songs. Even though humpbacks are enormous, they only eat the tiniest of fish. Favorite foods of the humpback whale include plankton, shrimp-like creatures called krill, and other small fish such as herring and mackerel. Humpback whales don't have sharp teeth like sharks. Instead, their mouths are filled with large plates of baleen. Baleen is made out of keratin, the same material that our fingernails are made from, and enables the whales to strain the small fish from the seawater. To feed, the humpback whale will gulp a mouthful of plankton or krill and then let the water flood out.

Humpback whales use a hunting strategy called bubble-net feeding. A group of whales work together to capture large schools of herring, krill or other small fish. One whale will blow a wall of bubbles around the herring school, while other whales will make noises. These stimuli confuse the fish so that the rest of the whales can herd them together and upwards. Then the whales can easily lunge up with their mouths open, and consume large quantities of the fish. The average humpback whale eats 4,500 to 5,500 pounds of plankton, krill and fish each day during their feeding season. The Great Barrier Reef is crucial for the humpback whales' survival. Humpback whales come from Antarctic waters to the Great Barrier Reef from May to September to calve and to build up strength over the winter before they return to the Antarctic in the summer, according to the Great Barrier Reef Marine Park Authority.

The Future of the Great Barrier Reef

The Great Barrier Reef, home to so many diverse species, is now in danger due to several threats. These threats include pollution, human interference and changing ocean temperatures. Pollution and declining water quality endanger both the coral reef and the species that live within it. Rivers coming from northern Australia can bring pollution from farm run-off when there are floods. Farm run-off pollution includes animal waste, fertilizer and pesticides. In recent years, pollution from these rivers has become worse because there are fewer coastal wetlands. In the past, coastal wetlands between the rivers and the Great Barrier

Reef would serve as a filter, keeping the worst of the pollution from reaching the ocean.

Human interference that harms the Great Barrier Reef includes shipping accidents and overfishing. Many ships pass through the Great Barrier Reef when they are bringing cargo to and from Australia. It can be tricky for captains to navigate through these waters, and, as of 2013, there were over 1,600 known shipwrecks in the Great Barrier Reef. Shipwrecks not only damage the physical structure of the reef; they can also spill oil into the water, killing local species.

Though pollution and human interference are both problems, many scientists consider climate change the greatest threat to the Great Barrier Reef. Ocean temperatures are rising, making coral reefs weaker and more susceptible to disease. Rising ocean temperatures also affect the ecosystems in the coral reef, throwing off the delicate balance that allows so many species to coexist. The Great Barrier Reef is one of the planet's treasure troves of biodiversity—but it may disappear within our lifetimes.

Name: _____ Date: _____

1. What is the Great Barrier Reef?

- A** a mammal that comes to the ocean's surface to breathe every seven to 15 minutes
- B** something that is made out of the same material as human fingernails and enables whales to strain small fish from seawater
- C** the world's largest coral reef, located off the northeastern coast of Australia
- D** a large part of the Amazon rainforest located in the country of Brazil

2. The danger that the Great Barrier Reef now faces is an effect. What is one cause of the danger it faces?

- A** the humpback whale
- B** a symbiotic relationship
- C** pollution
- D** clownfish

3. Many animals live in and around the Great Barrier Reef.

What evidence from the passage supports this statement?

- A** "Rivers coming from northern Australia can bring pollution from farm run-off when there are floods. Farm run-off pollution includes animal waste, fertilizer and pesticides. In recent years, pollution from these rivers has become worse because there are fewer coastal wetlands."
- B** "The Great Barrier Reef is home to over 1,500 species of fish. But it's not just fish that live in the reef. The reef also provides food and shelter to sponges, whales, dolphins, marine turtles and mollusks."
- C** "Many ships pass through the Great Barrier Reef when they are bringing cargo to and from Australia. It can be tricky for captains to navigate through these waters, and, as of 2013, there were over 1,600 known shipwrecks in the Great Barrier Reef."
- D** "Where are the most biologically diverse places on the planet? If I asked you this question, you might guess the Amazon rainforest in Brazil or the jungles of India."

4. Based on information in the passage, what is a symbiotic relationship?

- A** a biologically diverse place, such as a jungle in India
- B** an underwater structure that secretes a hard substance called calcium carbonate
- C** an animal that visits an area seasonally to breed and give birth
- D** a relationship between two animals in which each animal helps the other

5. What is this passage mainly about?

- A sea anemones and clownfish
- B humpback whales and their young
- C the Great Barrier Reef
- D rising ocean temperatures

6. Read the following sentence: "Around a quarter of all marine species live in coral reefs, and they play an important role in supporting **diversity** in the ocean."

What does the word **diversity** mean?

- A many different kinds of things
- B a serious threat to ocean life
- C a hard outer layer that protects coral
- D something that can be seen from outer space

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

The Great Barrier Reef is the largest coral reef on Earth; _____, it may disappear within your lifetime.

- A consequently
- B before
- C as an illustration
- D however

8. What is an ecosystem?

9. What are some of the animals that live in the ecosystems of the Great Barrier Reef?

10. The passage states that “rising ocean temperatures also affect the ecosystems in the coral reef, throwing off the delicate balance that allows so many species to coexist.” Explain how rising ocean temperatures, pollution, or human interference could throw the ecosystems of the Great Barrier Reef off balance. Support your answer with evidence from the passage.

Name: _____

Bridgeport Public Schools

Summer Science Experiences 2025

Welcome to Science Bingo!

How to Play:

- ★ **Pick Your Activities:** Look at the bingo card and choose the science experiences you want to try. You don't have to do them all—just pick the ones that sound fun to you!
- ★ **Get Creative:** Use your imagination and creativity for each activity. There are no right or wrong ways to explore science, so have fun and experiment!
- ★ **Mark Your Card:** When you complete an activity, mark the box on your bingo card. You can use stickers, stamps, or just draw a big checkmark.
- ★ **Reflection Questions:** After completing your BINGO card, answer the reflection question.

Tips for Success:

- ★ **Be Curious:** Ask questions and wonder about how things work. Curiosity is the heart of science!
- ★ **Stay Safe:** Always follow safety rules, especially when doing experiments. Ask an adult for help if you need it.
- ★ **Explore Together:** Invite friends or family to join you in your science adventures. It's more fun when you explore together!

Summer Science Experience 2025

Science B	Science I	Science N	Science G	Science O
Observe insects in a park	Make a paper airplane and test it	Observe and draw the phases of the moon	Identify and draw different types of clouds	Plant a seed in a cup and watch it grow
Build a simple circuit with a battery and bulb	Visit a local museum or science center	Make a homemade volcano with baking soda and vinegar	Find and identify different leaves	Create a rainbow with a glass of water and sunlight
Watch a science documentary	Make a weather diary for a week	Explore the properties of magnets	Build a sandcastle and explore the properties of wet and dry sand	Draw a map of your neighborhood
Look at the stars and identify constellations	Make a balloon rocket	Learn about recycling and sort items	Create a simple pulley system	Observe birds and make a list of different species
At the beach, find different shells and learn about the animals that made them	Build a structure with marshmallows and toothpicks	Learn about the water cycle and draw it	Make a sound experiment with different materials	Read a non-fiction book
Create a simple sundial and track the sun's movements	Participate in a beach or park clean-up	Test different materials for buoyancy (ability to float)	Learn about different types of rocks	Make a wind vane to measure wind direction
Experiment with static electricity using a balloon	Make a simple water filter	Learn about animal habitats and draw one	Read a science news article	Make a homemade barometer

Summer Science Experience 2025

Reflection Questions

1. What was your favorite activity and why?

2. What did you learn from the activities you completed?

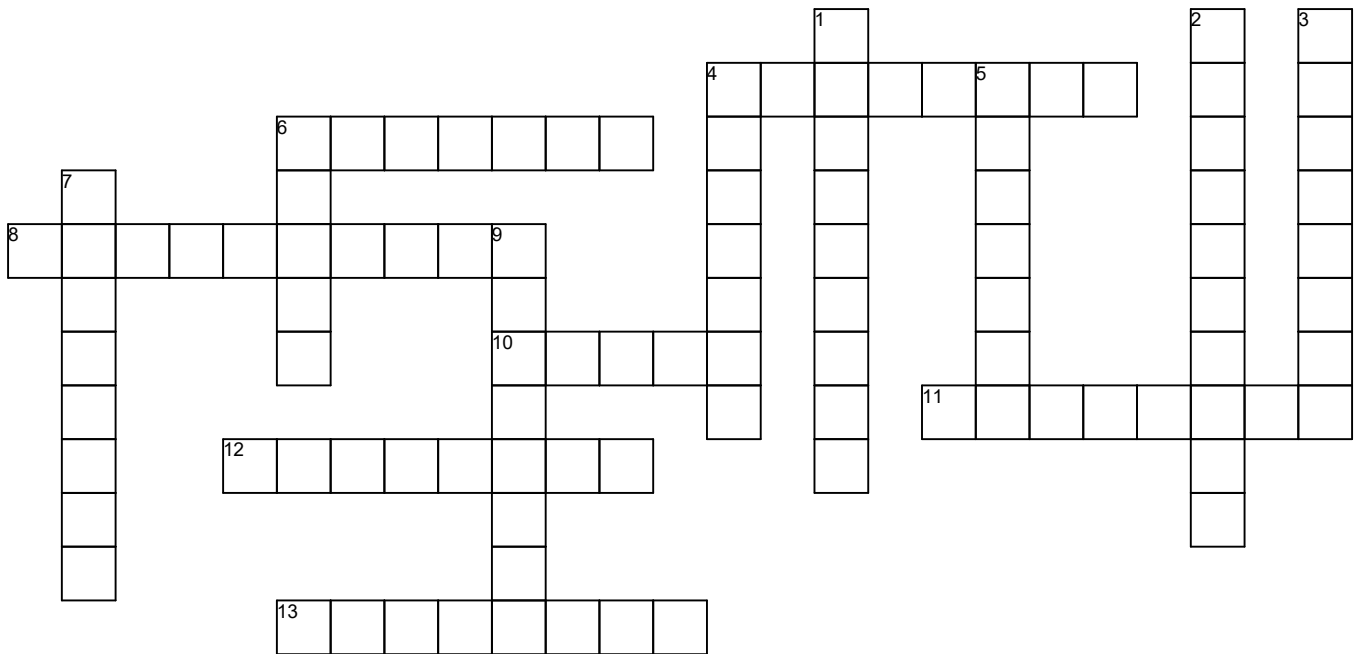
3. Did any activity surprise you? How?

4. How did you use your creativity in the activities?

5. What questions do you still have about the science topics you explored?

5th Grade Academic Vocabulary Crossword Puzzle 1-1

1. Using the Across and Down clues, write the correct answer in the numbered grid below.



ACROSS

4. To note the differences between two or more things.
6. A section of a book.
8. Using figures of speech; symbolic.
10. To draw a conclusion based on evidence.
11. To give a detailed account in words.
12. A reason or set of reasons given to persuade others.
13. The intended readers of a text.

DOWN

1. To explain the meaning of something.
2. The end or finish of an event or process.
3. Believable and trustworthy.
4. To note the similarities between two or more things.
5. To examine something carefully.
6. To say something is true.
7. A reference to a source of information.
9. Information that supports a claim or argument.

conclusion

compare

citation

infer

evidence

argument

contrast

analyze

figurative

interpret

chapter

describe

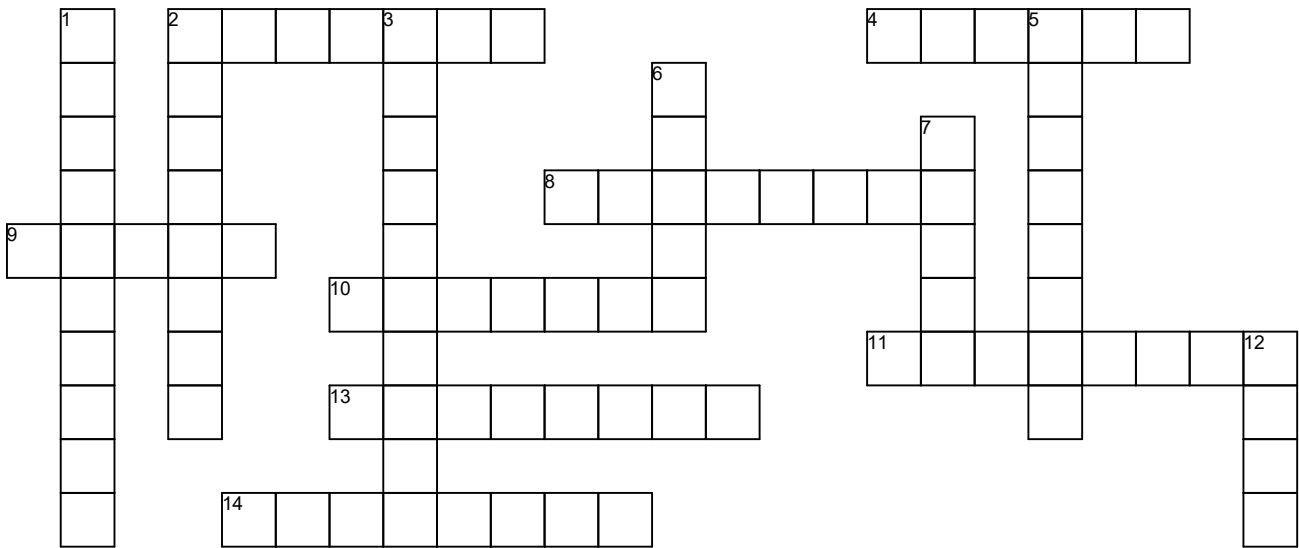
audience

credible

claim

5th Grade Academic Vocabulary Crossword Puzzle 1-2

1. Using the Across and Down clues, write the correct answer in the numbered grid below.



ACROSS

2. To note the similarities between two or more things.
4. A specific piece of information.
8. To judge the value or condition of something.
9. To say something is true.
10. The situation in which something happens.
11. To give a detailed account in words.
13. A reference to a source of information.
14. To note the differences between two or more things.

DOWN

1. The end or finish of an event or process.
2. Believable and trustworthy.
3. A character who opposes the protagonist.
5. The intended readers of a text.
6. A preliminary version of a written work.
7. A category of artistic work.
12. To correct and prepare a text for publication.

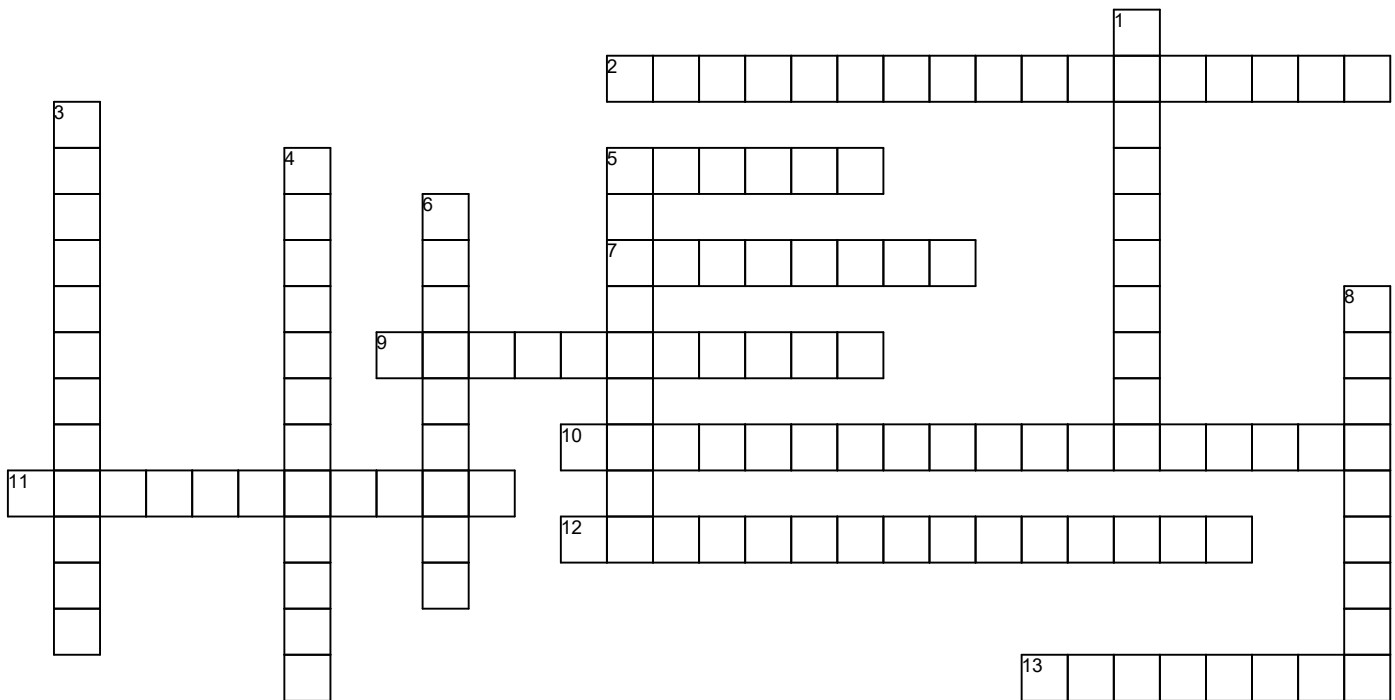
draft
evaluate
context
edit
credible

audience
citation
claim
detail
conclusion

contrast
antagonist
compare
genre
describe

5th Grade CCSS Language Arts Terms Crossword Puzzle 1

1. Using the Across and Down clues, write the correct words in the numbered grid below.



ACROSS

2. Information that helps to explain the central idea.
5. Using "like" or "as" to make a comparison between two unlike things.
7. Making a comparison between two unlike things without using "like" or "as."
9. What the passage or text is mainly about.
10. Language not meant to be taken literally.
11. The feelings and associations that a word suggests.
12. The attribution of human qualities or capabilities to animals, objects, or ideas.
13. A little story or small piece of information.

DOWN

1. The dictionary definition of a word.
3. The formation of a word from a sound associated with what is named.
4. Repetition of a single consonant letter.
5. State the central idea and important supporting details.
6. Great exaggeration used to make a point.
8. A conclusion based on past knowledge and new information.

alliteration
supporting details
anecdote
denotation

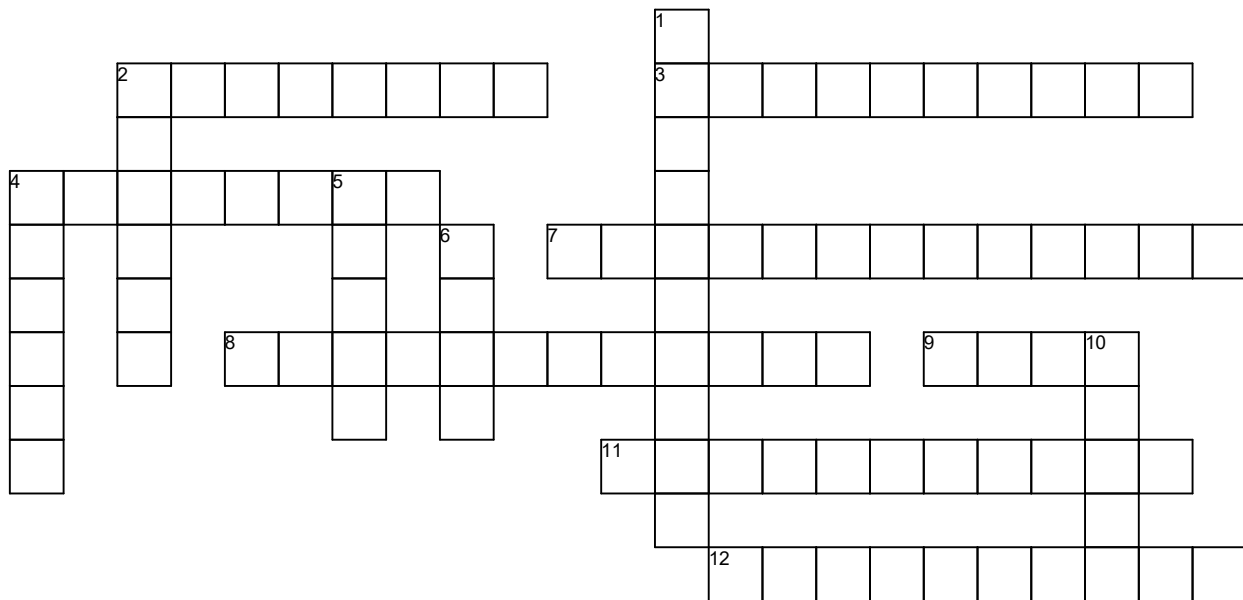
inference
onomatopoeia
personification
summarize

connotation
figurative language
hyperbole

central idea
simile
metaphor

5th Grade CCSS Language Arts Terms Crossword Puzzle 2

1. Using the Across and Down clues, write the correct words in the numbered grid below.



ACROSS

2. A struggle between two opposing forces.
3. The background information of the characters and setting explained at the beginning of the story.
4. Text that comes from the story used to support analysis.
7. The elements of plot after a story's climax and before the resolution.
8. A related series of incidents in a literary plot that build toward the point of greatest interest.
9. The sequence of events that make up a story.
11. The vantage point from which a story is presented.
12. People, animals, or creatures in a story or drama.

DOWN

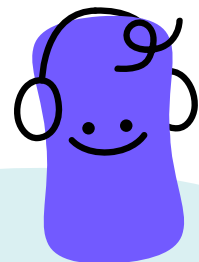
1. When the conflict is resolved at the end of the story.
2. The decisive moment or turning point when the rising action of the play is reversed to falling action.
4. The result or consequence.
5. That which makes something happen.
6. The mood implied by an author's word choices.
10. The message or underlying meaning a writer reveals in a novel, short story, or other literary work.

exposition
resolution
plot
conflict

tone
falling action
theme
climax

cause
point of view
effect

characters
rising action
evidence



When you see a word, how does it make you feel?

HOW YA DOING?

Find **22** emotions in the grid below. Look up, down, across, backward, and diagonally.

WORD LIST

- ANGRY
- AWKWARD
- BORED
- CALM
- CHILL
- CONFIDENT
- CONFUSED
- EXCITED
- GOOFY
- GRUMPY
- HAPPY
- JEALOUS
- JOYFUL
- LOVED
- PROUD
- SAD
- SHY
- SILLY
- STRESSED
- STRONG
- UPSET
- WORRIED

T	D	A	H	Y	S	T	R	O	N	G	D
C	L	E	R	A	W	K	W	A	R	D	E
K	O	G	R	D	P	U	S	C	J	I	T
J	N	N	U	O	C	P	N	A	E	D	I
A	O	O	F	H	B	S	Y	L	A	E	C
G	R	Y	I	U	Y	E	A	M	L	V	X
P	D	L	F	F	S	T	A	D	O	O	E
N	L	C	O	U	E	E	A	N	U	L	D
S	O	O	U	N	L	D	D	I	S	T	S
O	G	U	T	G	R	U	M	P	Y	T	I
T	N	E	D	I	F	N	O	C	S	O	L
G	E	T	W	O	R	R	I	E	D	H	L
D	E	S	S	E	R	T	S	H	E	R	Y



SECRET MESSAGE:

Put the uncircled letters from above in order in the blanks below.

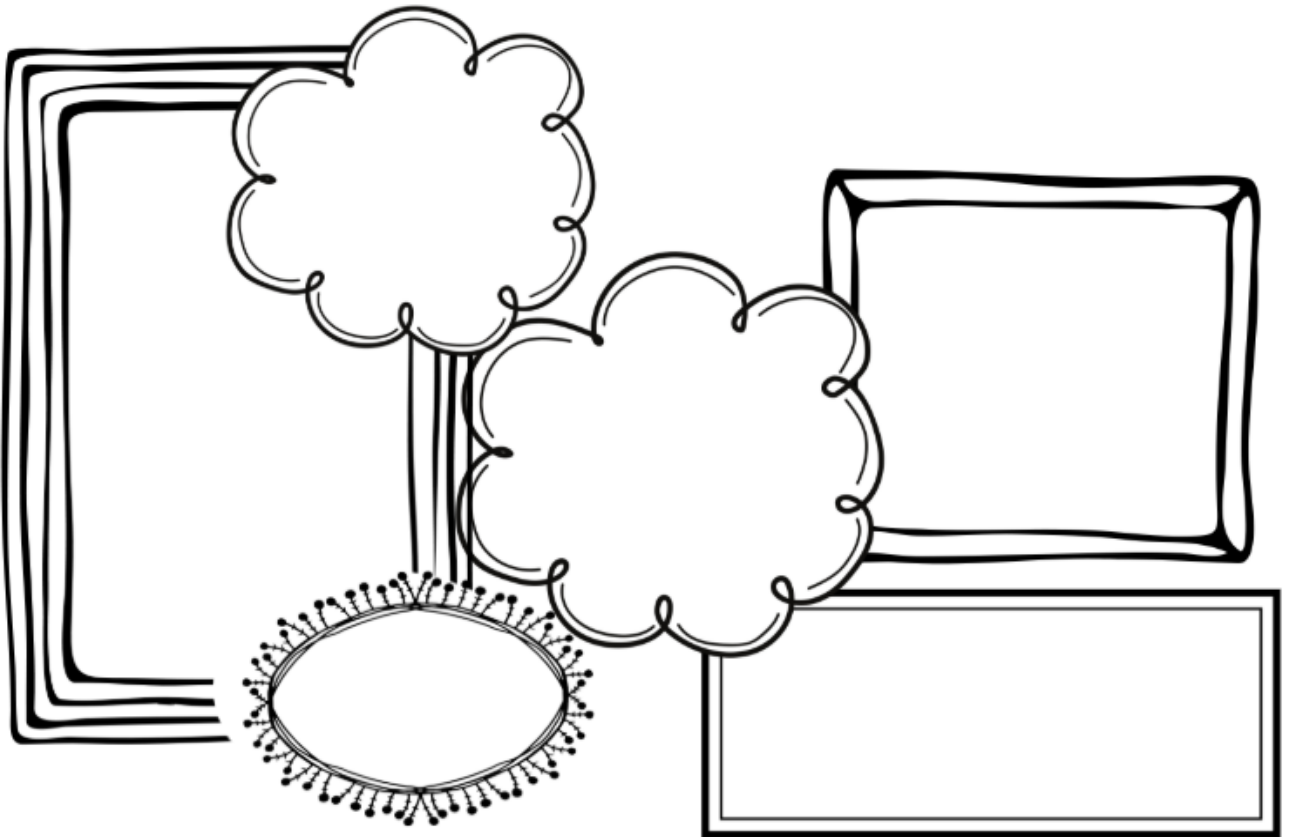
_____, _____, _____,

 _____!

Hopes and Dreams Activity Instructions:

Using the clouds and picture frames, think about your dreams and hopes for the coming school year and write them down or draw/sketch objects, symbols and words (appropriate for school). They can be big or small, short-term or long-term. Write one thing on your hope cloud that you will do to get closer to your dream. Also think about one person that you could ask for help. This can be a family member, friend or a staff member at your school you connect with.

HOPES & DREAMS



PERSON TO ASK FOR HELP: