Marion P Thomas
CHARTER SCHOOL

Rising 7th Grade Summer Learning Packet

Reading Book List

SUMMER READING IS A WONDERFUL OPPORTUNITY FOR STUDENTS TO CONTINUE THEIR LEARNING JOURNEY OUTSIDE THE CLASSROOM. IT HELPS MAINTAIN AND IMPROVE LITERACY SKILLS, FOSTERS A LOVE FOR BOOKS, AND OPENS UP NEW WORLDS OF IMAGINATION AND KNOWLEDGE. BY EXPLORING VARIOUS GENRES AND TOPICS, STUDENTS CAN BROADEN THEIR HORIZONS AND KEEP THEIR MINDS ACTIVE, ENSURING THEY RETURN TO SCHOOL READY TO SUCCEED.

Rising Kindergarten	**Jabari Jumps by Gala Cornwall**
Rising First Grade	**Just Ask!: Be Different, Be Brave, Be You by Sonia Sotomayor**
Rising Second Grade	**Surf's Up by Kwame Alexander** **The Water Princess by Susan Verde**
Rising Third Grade	**Barack by Jonah Winter** **Ada Twist and the Perilous Pants by Andrea Beaty**
Rising Fourth Grade	**Ellray Jakes is not a Chicken by Sally Warner** **J.D. and the Great Barber Battle by J. Dillard**
Rising Fifth Grade	**ReStart by Gordan Korman** **The Last Kids on Earth by Max Brallier**
Rising Sixth Grade	**The Dreamer by Paul Munoz Ryan** **Becoming Muhammad Ali by James Paterson**
Rising Seventh Grade	**Long Walk to Water by Linda Sue Park** **Esperanza Rising by Pam Munoz Ryan**
Rising Eighth Grade	**One Crazy Summer by Rita Williams Garcia** **We Beat the Street by Sampson Davis, George Jenkns, Rameck Hunt, Sharon Draper**

The Nutritious Num Num

by Caitlyn Meagher

The num num is a beautiful and useful plant native to South Africa. In the Zulu language, a language spoken by more than nine million people mostly in South Africa, this plant is called amatungulu. It can be found in Southern Africa and all along the Eastern coast of Africa, including in countries like Mozambique and Kenya.

cultivar413 on Wikimedia

num num fruits

The num num is a sturdy plant that grows well in coastal areas. This plant can handle salt air and strong winds, making it a perfect plant to grow near sand dunes or coastal forests. The num num can grow without much rain. The plant does not do well in cold or freezing environments, though. It has shiny, green leaves and white, star-shaped flowers. At night, the flowers produce a sweet smell. Butterflies and honeybees feed off the nectar in the flowers, pollinating the plants.

In warm climates, num num plants produce red fruits from March to October. Num num fruits are oval-shaped and smaller than a ping-pong ball. The seeds inside the fruit are soft and edible. When cut, these fruits release a white, sticky milk. Monkeys and birds love to enjoy their sweet fruity flesh. But animals and fruit pickers beware! The thorns on the plant stems can be quite sharp! Once picked off the thorny stem, people eat these fruits raw or make pies, jams, jellies, and sauces.

These fruits offer more than just a tasty snack. Num num fruits are rich in Vitamin C, calcium, magnesium and phosphorus. These nutrients help strengthen bones and boost a person's immune system to keep them healthy. The num num plant also has medicinal uses. Indigenous people from South Africa also use the roots to treat toothaches.

Num num fruits are nutritious sources of food. Researchers have studied the positive impact growing more num num plants and other native edible plants could have on certain African communities. Currently, some people in these local communities rely on a very small number of food species (including wheat and corn) to get their nutrients. Many of these foods are not as nutritious as the num num fruit. Growing more num num plants and other native plants could promote food diversity in these communities. Some scholars hope that communities will learn more about the num num plant's benefits and bring more of these nutritious and delicious fruits into their diets.

Name: _____ **Date:** _____

1. Where can you find the num num plant?

A. in Central and Southern Africa

B. in Northern and Western Africa

C. in Central and Eastern Africa

D. in Southern and Eastern Africa

2. How does the text describe the num num plant?

A. The num num plant has heart-shaped leaves, small orange flowers, and a large yellow fruit with a hard shell that is the size of a grapefruit.

B. The num num plant has shiny green leaves, thick red flowers, and large red fruits with a hard shell and several tiny seedlings inside.

C. The num num plant has large cactus-like branches and bright pink and yellow fruit that is white on the inside with tiny black seeds.

D. The num num plant has shiny green leaves, white star-shaped flowers, and red oval-shaped fruits that are smaller than a ping-pong ball.

3. The num num plant has potential health benefits. What evidence from the text supports this conclusion?

A. "The num num is a beautiful and useful plant native to South Africa. In the Zulu language, a language spoken by more than nine million people mostly in South Africa, this plant is called amatungulu."

B. "Num num fruits are rich in Vitamin C, calcium, magnesium and phosphorus. These nutrients help strengthen bones and boost a person's immune system to keep them healthy."

C. "Num num fruits are oval-shaped and smaller than a ping-pong ball. The seeds inside the fruit are soft and edible. When cut, these fruits release a white, sticky milk. Monkeys and birds love to enjoy their sweet fruity flesh."

D. "The num num is a sturdy plant that grows well in coastal areas. This plant can handle salt air and strong winds, making it a perfect plant to grow near sand dunes or coastal forests."

4. What kinds of communities could benefit most from growing and eating num num plants and fruit?

A. communities in cold, mountainous areas that have a lot of pollution and need the num num plant to filter the air

B. communities in warm, rainy areas that need to attract tourists in order to do more business and improve their economy

C. communities in warm coastal areas that do not already have access to lots of nutritious food options

D. communities that have a lot of monkeys and birds and need to feed them to keep them away from homes

5. What is the main idea of this text?

A. The num num plant is a sturdy plant from South Africa that grows well in coastal areas and produces a small, nutritious red fruit that could help local communities.

B. The num num plant is a plant from South Africa that grows near the water, can survive tropical storms, and is important to preserving several endangered animal species.

C. The num num plant is a plant from South Africa that grows in the desert and produces a large red fruit that can help local communities make more money by selling them.

D. The num num plant is a plant from South Africa that produces small, oval, red fruits that are sweet and tasty and have soft seeds on the inside that people can eat.

6. Read the following sentences.

"Currently, some people in these local communities rely on a very small number of food species (including wheat and corn) to get their nutrients. Many of these foods are not as nutritious as the num num fruit. Growing more num num plants and other native plants could promote **food diversity** in these communities."

As used in this excerpt, what does the phrase "**food diversity**" most closely mean?

A. better opportunities to make money

B. an understanding of different cultures

C. knowledge of special cooking techniques

D. different types of foods that are available

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

The num num fruit is more nutritious than foods like wheat and corn and, _____, is better for the people who eat them.

A. earlier

B. therefore

C. instead

D. moreover

8. What kinds of climate and environmental conditions does the num num plant grow well in?

9. According to the text, what do scholars hope local communities in Southern and Eastern Africa will do with the num num plant?

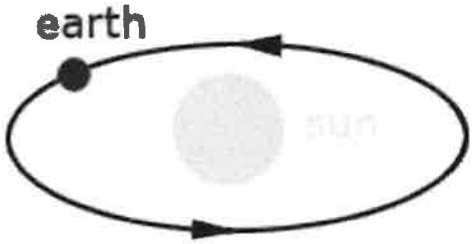
10. What benefits might scholars communicate to local communities about the num num plant to encourage people to grow and eat it? Use evidence from the text to support your answer.

Why Is It Colder in the Winter Than in the Summer?

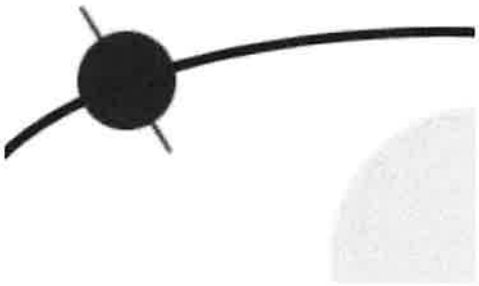
by Dr. Hany Farid

The earth's axis of rotation is tilted relative to the earth's path around the sun. As a result we are tilted towards the sun in the summer and away from the sun in the winter. Read on for a more detailed explanation.

Fact 1. The earth rotates about its axis once every 24 hours. In the morning we are facing towards the sun, and at night we are facing away from the sun.

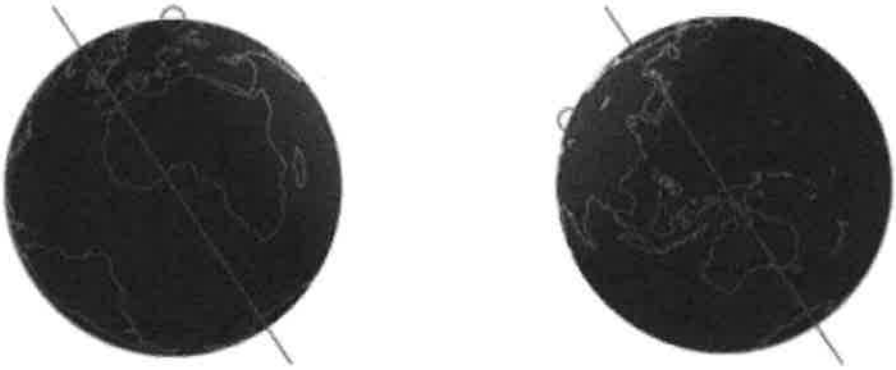


Fact 2. The earth orbits the sun, and one full revolution takes (approximately) 365 earth days, or one earth year.



Fact 3. The axis about which the earth rotates is tilted (by 23.5 degrees) relative to the earth's path around the sun.

Shown below are two diagrams of the earth at the same time of day. On the left it is winter and on the right it is summer (in the northern hemisphere). Notice that the same spot (red circle) in the winter receives much less light than in the summer. As a result, it is colder in the winter than in the summer. (Note: in this diagram, the earth's axis is 33 degrees, instead of 23.5, so as to better illustrate the effect.)



Name: _____ **Date:** _____

1. What is tilted relative to the earth's path around the sun, according to the article?

A. the sun's position in space

B. Mars's axis of rotation

C. the sun's axis of rotation

D. the earth's axis of rotation

2. How does the earth's tilt in the summer contrast with its tilt in the winter?

A. The earth is tilted away from the sun in the summer but towards the sun in the winter.

B. The earth is tilted slightly towards the sun in the summer and much farther towards the sun in the winter.

C. The earth is tilted towards the sun in the summer but away from the sun in the winter.

D. The earth is tilted slightly away from the sun in the summer and much farther away from the sun in the winter.

3. Read Fact 1 and look at the image next to it.

"The earth rotates about its axis once every 24 hours. In the morning we are facing towards the sun, and at night we are facing away from the sun."

Based on this information, what can you conclude about the curved arrow in the diagram?

A. The arrow represents the earth's rotation.

B. The arrow represents the earth's axis.

C. The arrow represents the earth's tilt.

D. The arrow represents the earth's equator.

4. Look at the two diagrams of the earth at the end of the article. What might the red line in each diagram represent?

A. a place on the earth that receives less light in winter than in summer

B. the earth's rotation

C. the earth's axis

D. the earth's path around the sun

5. What is the main idea of this text?

A. The earth rotates around the sun approximately every 365 days.

B. The earth rotates around its axis once every 24 hours.

C. The axis around which the earth rotates is tilted by 23.5 degrees relative to the earth's path around the sun.

D. Winter is colder than summer because earth's axis of rotation is tilted.

6. Read these sentences from the text.

"The earth rotates about its axis once every 24 hours. In the morning we are facing towards the sun, and at night we are facing away from the sun."

What is the meaning of "rotates" as it is used here?

A. rises

B. falls

C. shrinks

D. turns

7. Read these sentences from the text.

"The earth's axis of rotation is tilted relative to the earth's path around the sun. As a result we are tilted towards the sun in the summer and away from the sun in the winter."

Which word or phrase could replace "as a result" without changing the meaning of these sentences?

A. consequently

B. primarily

C. for example

D. however

8. Look at the two diagrams of the earth at the end of the article. They show the same spot (red circle) in the winter and in the summer. What is the difference between the amount of light the same spot receives in the winter and in the summer?

9. What is an effect of the difference between the amount of light the same spot (red circle) receives in the winter and in the summer?

10. Imagine that the earth's axis of rotation changed so that the same spot (red circle) received the same amount of light in the winter and in the summer. What effect might that change have on the temperature in that spot? Support your answer with evidence from the text.

Writing Prompt: Using the informational writing rubric on a separate sheet of paper, explain why it is colder in the winter than in the summer based on the earth's axis of rotation and its tilt. Support your explanation with evidence from the text provided.

Informational Essay Rubric: Why Is It Colder in the Winter Than in the Summer?

Criteria	4 - Exceeds Standard	3 - Meets Standard	2 - Approaches Standard	1 - Below Standard
Explanation of Earth's Axis and Tilt	The essay provides a clear, detailed, and accurate explanation of how the Earth's axis of rotation and tilt affect temperature differences between winter and summer. Key concepts are thoroughly explained with supporting evidence from the text.	The essay provides a satisfactory explanation of how the Earth's axis of rotation and tilt affect temperature differences between winter and summer, with some supporting evidence from the text.	The essay attempts to explain how the Earth's axis of rotation and tilt affect temperature differences between winter and summer, but the explanation is incomplete or contains inaccuracies. Limited evidence from the text is provided.	The essay does not demonstrate an understanding of how the Earth's axis of rotation and tilt affect temperature differences between winter and summer. Little to no evidence from the text is provided.
Use of Supporting Evidence	The essay includes multiple relevant and accurate pieces of evidence from the text to support the explanation of how the Earth's axis and tilt affect temperature differences. Evidence is well-integrated and clearly connected to the explanation.	The essay includes some relevant and accurate evidence from the text to support the explanation of how the Earth's axis and tilt affect temperature differences. Evidence is generally well-integrated.	The essay includes limited or somewhat irrelevant evidence from the text to support the explanation of how the Earth's axis and tilt affect temperature differences. The connection between the evidence and the explanation is unclear.	The essay lacks relevant evidence from the text to support the explanation of how the Earth's axis and tilt affect temperature differences.
Organization and Coherence	The essay is well-organized, with a clear and logical flow of ideas. Transitions are used effectively to connect the different parts of the explanation.	The essay is generally well-organized, with a logical flow of ideas. Transitions are used appropriately to connect the different parts of the explanation.	The essay shows some organization, but the flow of ideas is not always clear. Transitions are used inconsistently or ineffectively.	The essay lacks organization, and the flow of ideas is unclear. Transitions are used rarely or not at all.
Writing Quality	The essay is written with a clear and engaging style, using precise and varied language appropriate for the 7th-grade level. There are no significant errors in grammar, spelling, or punctuation.	The essay is written with a generally clear and appropriate style, using language suitable for the 7th-grade level. There are few errors in grammar, spelling, or punctuation that do not significantly interfere with the meaning.	The essay shows some issues with style, language, and/or mechanics that occasionally interfere with the meaning. There are several errors in grammar, spelling, or punctuation.	The essay is written in a style that is unclear or inappropriate for the 7th-grade level. There are numerous errors in grammar, spelling, or punctuation that significantly interfere with the meaning.

The Inside Scoop

by Michael Stahl

In New York City, one of the most popular brands of ice cream comes from a company called Mister Softee. Mister Softee sells ice cream to children and adults alike right out of a large blue-and-white truck. One particular Mister Softee truck driver is named Gus Elefantis. He has not only made Mister Softee ice cream his career, but the tasty, smooth ice cream has helped him make a few friends, too, since he first bought a truck in the mid-1980s.

Gus Elefantis's summer days begin at about 8 a.m. when he and his wife, Lola, wake up to make breakfast for their two daughters. Once breakfast is finished, Gus and Lola leave their daughters at home (the oldest daughter is 18 years old and capable of babysitting) and drive 20 minutes to a very special parking lot. It is there where Gus parks his very own Mister Softee ice cream truck every night alongside about a dozen others.

As soon as they arrive, Lola begins cleaning and stocking his truck, inserting all of the local favorite types of ice cream pops and flavored frozen ices into specific freezer compartments to be sold once Gus drives along his route. "Everything's in the same place every day," says the short, blonde lady. "This way, my husband doesn't even have to think!"

Gus agrees, saying he won't even need to glance inside the freezer as he fills orders for the long lines of customers waiting on the sidewalks.

Watching his wife wipe down the sink, the refrigerator and the slushy machine, Gus explains that Lola has cleaned the truck for over 20 years, ever since they were first married. "She's the best at it," he says with a heavy Greek accent. "I've tried to clean the truck plenty of times before, but I'm no good at it. When Lola cleans, it is spotless."

Gus's morning duty is to "go shopping" and purchase any new stock the truck needs for the day. He buys these items from his old friend Dimitri Tsirkos, who got Gus into the business and now runs the Mister Softee station. The station consists of a few parking lots for the trucks and a store where drivers buy supplies. Into a shopping cart Gus loads a few cartons of chocolate and vanilla ice cream mix, which will later freeze up inside the truck's dispenser machine. He adds a can of whipped cream, some blue paper cups and a gallon of strawberry syrup.

Lola has finished cleaning Gus's truck. Tupperware containers of sprinkles are filled. Gallons of milk are placed just behind a steel refrigerator door at Gus's feet. Chocolate sauce that hardens when chilled is poured into a bowl for Dip Cones. The truck is finally ready.

After unplugging the back of the truck from a wall outlet that is used to keep the refrigerators and freezers inside running overnight, then starting up and revving the engine for a while to warm it up (the truck itself is over 30 years old), Gus drives out of the garage to sell ice cream in the neighborhood he's called home for over 40 years: Astoria, New York. Gus will spend between nine and ten hours driving around, jumping from the driver's seat to the serving window countless times. This takes a toll on a big man's body. "You're walking on steel all day," he says. "Talk to any Mister Softee driver and they'll tell you that their legs from the knees down are a problem."

Though there is an air conditioner in the truck that isn't completely useless, its work is made more difficult by the heat coming from the refrigerators, not to mention the sweltering humidity in New York City's summer air. The back of the truck is searing on days when temperatures climb above 95 degrees, which are also some of the least profitable days because customers stay inside their air-conditioned homes. Naturally, rainy days hurt business as well. How much money the drivers make changes from year to year, depending on the weather. Gus remembers one year, though, when the weather was so cooperative, he started driving in February and didn't stop until Thanksgiving! "I made a lot of money that year," he says with a nod of his head.

Usually, Gus doesn't drive the Mister Softee truck for more than six months a year. He works every day it doesn't rain between April and October, unless there is an important family event or holiday like Greek Easter. A day spent inside his home is a day he's not making money, so he'll put in 12-hour days as often as he possibly can. On those days he misses his daughters, Joann, the older one, and Nora, who is eight.

After a long summer season and parking his truck for winter, Gus searches for a new winter job to provide for his family. "Once I drove a cab, but that was too much driving in one year for me," he laughs. "Usually, I work part-time in construction or at a restaurant just like when I was young." In some ways, he would love a stable, everyday job, he says. But with Mister Softee, he's his own boss, which has its perks.

"I eat ice cream every day," Gus says, admitting that he dips into his own supply, usually after

accidentally making something a customer didn't ask for, like a cone with chocolate sprinkles instead of rainbow. "I feel like I have to eat the mistakes. I don't want them to go to waste!"

When he's had enough ice cream for the day, he gives his errors away, no charge. Gus loves giving away free ice cream, which has gotten him a lot of fans. However, the people of Astoria don't go to his truck just for ice cream-whether it's free or not-they also go to see their friend.

"My husband loves everyone," says Lola. "Adults, kids, pets. It doesn't matter."

The side windows of the truck have few stickers, making it easy to see into the back where Gus works. This was done on purpose. He feels it makes parents much more comfortable dealing with him because it shows he has nothing to hide. Gus doesn't drive his route late at night because he knows the truck's song will get kids to jump out of bed. During the daytime, he plays the song only once per block to limit the disturbance.

"My mother always told me that if you live in a glass house, don't throw stones at your neighbors. And I live in a glass house," he says, referring to his windowed truck. He calls the job "easy," despite the long hours away from his daughters while they're on summer vacation, the heat, the hurt in his legs, and the requirement of a new job every winter. But Gus Elefantis isn't going anywhere, to the delight of the many Astorians with which he comes into daily summer contact. "Unless I hit the lotto," he says, "which I don't play, I'm not going to stop."

Name: _____ **Date:** _____

1. What does Gus Elefantis do during the summer?

A. Gus Elefantis teaches Greek to tourists.

B. Gus Elefantis drives an ice cream truck.

C. Gus Elefantis works on a construction site.

D. Gus Elefantis waits tables at a restaurant.

2. What is the sequence of events in a summer day for Gus?

A. Gus gives away ice cream for free; Gus goes shopping for supplies; Gus drives around to sell ice cream.

B. Gus gives away ice cream for free; Gus drives around to sell ice cream; Gus goes shopping for supplies.

C. Gus goes shopping for supplies; Gus drives around to sell ice cream; Gus gives away ice cream for free.

D. Gus goes shopping for supplies; Gus gives away ice cream for free; Gus drives around to sell ice cream.

3. Many people in Astoria like Gus.

What evidence from the passage supports this statement?

A. "However, the people of Astoria don't go to his truck just for ice cream-whether it's free or not-they also go to see their friend."

B. "Gus's morning duty is to 'go shopping' and purchase any new stock the truck needs for the day."

C. "Gus Elefantis's summer days begin at about 8 a.m. when he and his wife Lola wake up to make breakfast for their two daughters."

D. "The side windows of the truck have few stickers, making it easy to see into the back where Gus works."

4. What is one problem with Gus's job?

A. Gus buys the items he needs for his truck from a friend.

B. Gus works in Astoria, New York.

C. Gus's job causes pain in his legs.

D. Gus's job allows him to interact with people.

5. What is this passage mostly about?

A. an ice cream company called Mister Softee

B. the neighborhood of Astoria, New York

C. different flavors of ice cream

D. the work of an ice cream truck driver

6. Read the following sentence: "Gus agrees, saying he won't even need to glance inside the freezer as he fills orders for the long lines of **customers** waiting on the sidewalks."

What does the word **customers** mean?

A. people who get into trouble

B. people who work hard

C. people who are mean to others

D. people who buy things

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

Gus likes some things about his job _____ not others.

A. in summary

B. above all

C. but

D. after

8. Name two things Gus likes about his job.

_____

_____

_____

9. Name two things Gus does not like about his job.

10. Gus says that, in some ways, he would love a stable, everyday job. Why does he choose to be an ice cream truck driver instead? Support your answer with evidence from the passage.

Homo Sapiens

by Jesse Kohn

It was about four months after I graduated from college that I finally got a job working at the zoo. The pay wasn't bad: all the chicken nuggets I could stomach and my own room in the cage where they kept the human beings.

I've always been a little nervous starting anything new, but I remember that first day being particularly unnerving, waiting for the zoo to open. I asked Joseph, who had been there for years, if there was anything I could help set up. He told me just to relax, maybe go down the slide a few times.

"Nothing like the slide to clear your mind," he said.

Emily and Cindy were waiting in line to go down the slide.

"You look a little green," Emily said.

"First day," I replied.

"First day, huh?" said Cindy. "I remember my first day. I spent the whole day hiding in the laundry closet."

"Listen," said Emily. "There's nothing to be nervous about. We just do our thing, and the people come and watch and sometimes ask us to do a trick."

When I got to the top of the ladder, a blow horn resounded through the park announcing that the gates were opening. My heart did a somersault, and I slid down the slide.

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Sure, the job had little to do with what I had studied in college, but after having spent four months looking for work, I was desperate. It wasn't so bad at the zoo, either. I liked our habitat. It reminded me a lot of home. The part of our habitat that faced the visitors was kind of like a backyard. Behind the backyard was the fake house where we each had our own little room; we could always go nap there when we got tired. There was a pond-sized bathtub we were encouraged to swim in, and there was always music playing in case we felt like dancing.

Rainy days were best because there weren't many visitors. The zookeepers had hired a wonderful bunch of human beings, and it was a pleasure getting to know them all. It turned out every single one of them had something special they could do-Joseph composed music, Emily wrote poetry, Cindy read Tarot cards-but even more impressive than what they could do, was who they all were. Sometimes I wondered if the zookeepers-or even the wide-eyed and fascinated visitors-had any idea just how special we all

were.

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On sunny days, the visitors crammed around our cage and hollered and cooed at us. Our trainers entered every hour and had us perform tricks in exchange for chunks of cookie dough, which, of course, none of us could refuse. My tricks usually had to do with dancing. One of our trainers spotted me dancing one evening and realized quickly that I had formidable moves. Of course the visitors ate it up. Many nights I'd go to sleep with my toes painfully calloused from fancy footwork and my limbs aching from my shaking legs. Joseph did mostly magic tricks, and Emily rode her bicycle in circles.

Once I recited a poem I'd memorized in French, but by the time I'd reached the third stanza, no one was listening.

***

On the third Sunday of every month, our trainers would leash us up and take us for a leisurely walk about the park. Without the glass between us and them, the visitors were much more respectful. They even seemed a little frightened.

One time a little girl dropped her doll, and Cindy picked it up and handed it to her. Her father suddenly pulled her away from Cindy.

"Don't touch it, Amanda!" he shouted. "That's a wild animal!"

Cindy was so angry the trainer had to wrestle the girl's doll away from her.

***

But working in the zoo had its perks, too. And eventually I'd been there so long that many of visitors started to remember me.

"It's Jesse!" the children would shout. "Do the dance! Dance for us!" And they'd dance with me on the other side of the glass.

There was even an old woman who came now and then and asked me to recite French poetry to her.

One time I slipped out of the cage late at night and sneaked into the "Oceans of the World" exhibit. The lights were out, but glowing jellyfish illuminated the walkways. I followed those drifting pillows of light through tunnels of artificial coral, past walls of water flashing with silver schools of tuna, and the circular tank with the circling sharks. Finally, I found what I was looking for: an immense cylindrical tank in the very center of the exhibit. In the dark, I could just barely read the plaque: *ARCHITEUTHIS, Giant Squid.* It was murky in the tank, and I stared at that black abyss for a long time, seeing only my own reflection trying to peer in through the glass. And I started thinking about who I was and about the other human beings, and I thought about what we were all doing in that zoo. And then, all at once, I realized that I had been looking into the eye of the squid. And in a flash of twisting tentacles and a cloud of ink even darker than the water, it disappeared into the shadows.

"And who are you really?" I whispered, staring into the tank.

Name: _____ **Date:** _____

1. Where does the narrator of the text work?

A. at a library

B. at a zoo

C. at a movie theater

D. at an amusement park

2. From which point of view is this story told?

A. first-person point of view ("I")

B. second-person point of view ("you")

C. limited third-person point of view ("he" or "she")

D. omniscient, or unlimited, third-person point of view ("he/she/they")

3. Read the following sentences from the text.

> It wasn't so bad at the zoo, either. I liked our habitat. It reminded me a lot of home. The part of our habitat that faced the visitors was kind of like a backyard. Behind the backyard was the fake house where we each had our own little room; we could always go nap there when we got tired.

What can be concluded from this information?

A. The narrator does not like working at the zoo very much.

B. The zookeepers are not taking good care of the narrator.

C. The narrator is a human being on display at a zoo.

D. The narrator has spent his or her whole life working at the zoo.

4. How does the narrator's attitude about being at the zoo change throughout the story?

A. laid-back at first, then thoughtful, and finally nervous

B. laid-back at first, then nervous, and finally thoughtful

C. nervous at first, then laid-back, and finally thoughtful

D. thoughtful at first, then laid-back, and finally nervous

5. What is a theme of this text?

A. true love

B. religious belief

C. the horrors of war

D. human nature

6. Read these sentences from the text.

"You look a little **green**," Emily said. "First day," I replied.

Based on the sentences, what might the word "**green**" mean?

A. inexperienced or sick

B. healthy or confident

C. friendly or very happy

D. old or exhausted

7. Choose the answer that best completes the sentence.

The human beings at the zoo have special talents, _____ composing music, writing poetry, and dancing.

A. consequently

B. otherwise

C. earlier

D. such as

8. What does the narrator sneak off to see at the end of the story?

9. What question does the narrator ask at the very end of the story?

10. Why does the narrator ask the question at the very end of the story? Support your answer with evidence from the text.

Writing Prompt: Using the narrative writing rubric on a separate sheet of paper, based on the text provided, write an essay analyzing the theme of identity in the story "Homo Sapiens." Use specific details and evidence from the text to support your analysis.

Narrative Writing Rubric: "Homo Sapiens"

Criteria	4 - Exceeds Standard	3 - Meets Standard	2 - Approaches Standard	1 - Below Standard
Theme & Focus	Essay demonstrates a deep and insightful analysis of the theme of identity, using specific, relevant details and examples from the text to support the analysis.	Essay provides a clear analysis of the theme of identity, using relevant details and examples from the text to support the analysis.	Essay attempts to analyze the theme of identity, but the analysis is incomplete or lacks sufficient textual evidence.	Essay does not demonstrate an analysis of the theme of identity, or the analysis is irrelevant or unsupported by the text.
Organization & Structure	Essay is well-organized with a clear introduction, body paragraphs that logically develop the analysis, and a conclusion that effectively reinforces the main points. Transitions between ideas are smooth and enhance the flow of the essay.	Essay is organized with a clear introduction, body paragraphs, and conclusion. Transitions between ideas are present and appropriate.	Essay shows some organization, but the introduction, body, and/or conclusion may be underdeveloped or lack coherence. Transitions between ideas may be limited or awkward.	Essay lacks a clear organizational structure, with an underdeveloped or missing introduction, body, and/or conclusion. Transitions between ideas are absent or inappropriate.
Use of Evidence	Essay consistently and effectively uses relevant textual evidence (direct quotes, paraphrases, and/or summaries) to support the analysis of the theme of identity. Evidence is seamlessly integrated and explained.	Essay uses relevant textual evidence to support the analysis of the theme of identity. Evidence is appropriately integrated and explained.	Essay uses some textual evidence to support the analysis, but the evidence may be limited, irrelevant, or not fully explained.	Essay lacks textual evidence to support the analysis, or the evidence used is irrelevant or unexplained.
Language & Conventions	Essay demonstrates a command of language, with varied sentence structure, precise word choice, and few, if any, errors in grammar, spelling, and punctuation.	Essay demonstrates a general command of language, with some variety in sentence structure, appropriate word choice, and minimal errors in grammar, spelling, and punctuation.	Essay demonstrates limited command of language, with repetitive sentence structure, imprecise word choice, and several errors in grammar, spelling, and punctuation that may interfere with meaning.	Essay demonstrates a lack of command of language, with simplistic sentence structure, inappropriate word choice, and numerous errors in grammar, spelling, and punctuation that significantly impede meaning.

Math Facts Challenge

FOR THE SUMMER, ALL INCOMING K-8 STUDENTS MUST PRACTICE THEIR BASIC MATH FACTS LISTED BELOW AND COMPLETE THE MATH ACTIVITIES FOR THEIR GRADE LEVEL. THE GOAL IS TO BE 100% FLUENT IN THEIR FACTS WHEN THEY RETURN TO SCHOOL.

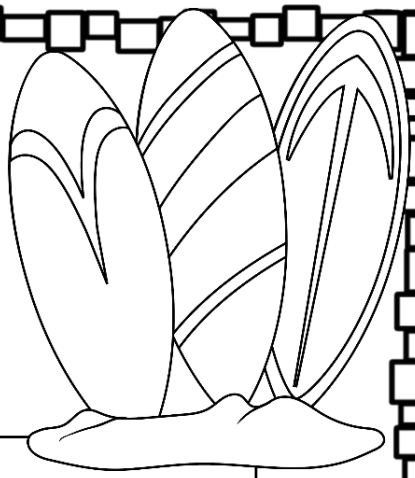
Rising Kindergarten	• Orally Count to 50 • Count Objects up to 20
Rising First Grade	• Count by 1s, 2s, 5s, & 10s to 100 • Addition & Subtraction within 20 Ex: 6+2=8 9-4=5 11+5=16 15-3=12 20-7=13
Rising Second Grade	• Count to 120, starting at any number • Addition & Subtraction within 50 Ex: 25+10=35 50-10=40 40+5=45 30-20=10
Rising Third Grade	• Addition & Subtraction within 100 Ex: 60+30=90 100-40=60 • Multiplication Facts - 0 to 10 • Fractions and Equivalent Fractions
Rising Fourth Grade	• Addition & Subtraction within 1000 Ex: 250+300=550 900-100=800 • Multiplication and Division Facts - 0 to 12 • Fractions and Equivalent Fraction
Rising Fifth Grade	• Addition & Subtraction of any multidigit number Ex: 20000+3000=23000 19500-1400=18100 • Multiplication and Division Facts - 0 to 12 • Fractions and Equivalent Fraction
Rising Sixth Grade	• Multiplication and Division Facts - 0 to 12 • Fractions and Decimal Fluency
Rising Seventh Grade	Multiplication and Division Facts - 0 to 12 Fractions, Decimal, and Percent Fluency Solve Simple Expressions and Equations

Multiplication Chart 1-12

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Name: _____

Finding Percentages

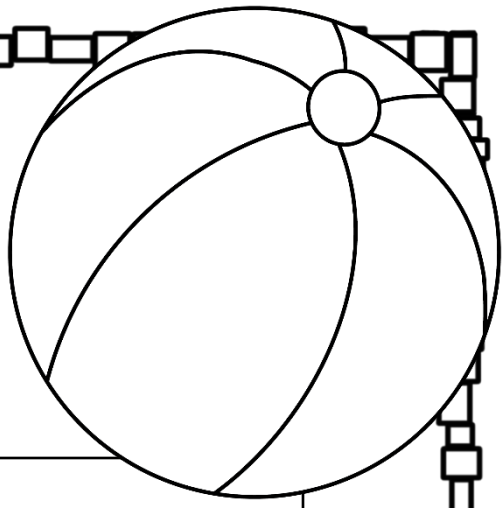


Directions: Write the equivalent fraction for each percent.

25%	
16%	
36%	
44%	
62%	
13%	
90%	
52%	

Name: _____

Finding Percentages

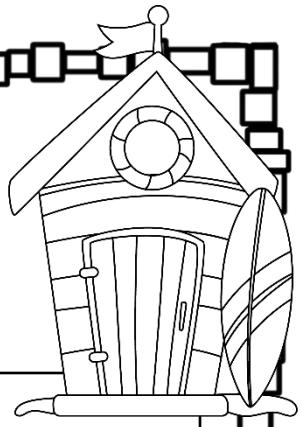


Directions: Write each answer in simplest form.

28% of 7	
18% of 45	
4% of 92	
90% of 60	
12% of 40	
15% of 45	
95% of 80	
3 % of 25	

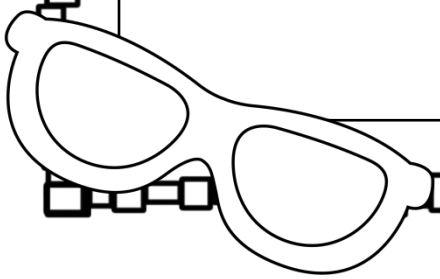
Name: _____

Dividing Numbers

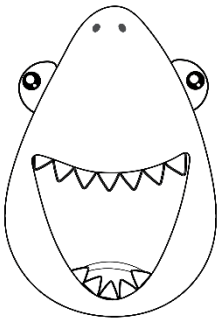


Directions: Write the answer to each problem.
You might need to rewrite the problem first.

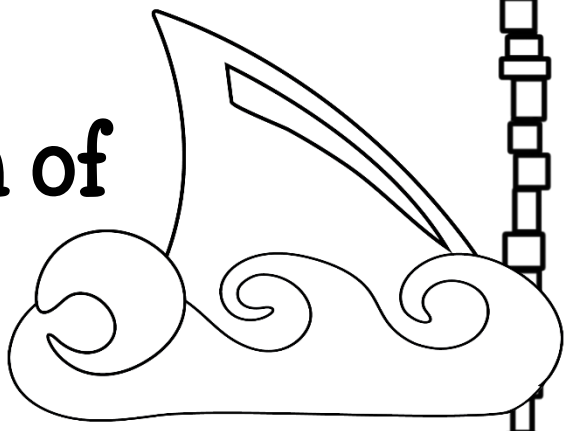
768 ÷ 24 =	84 ÷ 12 =
615 ÷ 23 =	913 ÷ 31 =
529 ÷ 56 =	880 ÷ 45 =



Name: _____



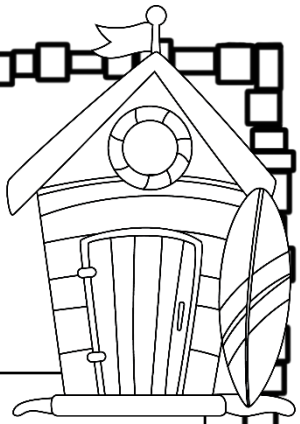
Multiplication of Decimals



0.82 x 7	0.09 x 0.6	0.325 x 0.4
0.73 x 4.2	84.1 x 0.74	0.35 x 18

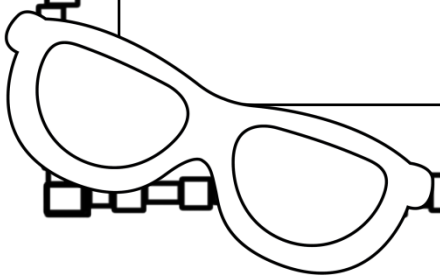
Name: _____

Division of Decimals



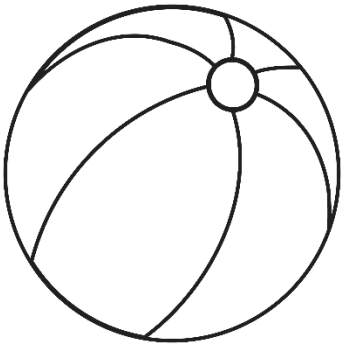
Directions: Write the answer to each problem.
You might need to rewrite the problem first.

1.68 ÷ 0.03 =	2.16 ÷ .06 =
27.12 ÷ 0.06 =	0.027 ÷ 0.3 =



Name: _____

Solve each equation.



$5 \times (5-3) =$ _____

$20 - 4 \times 3 =$ _____

$(7 \times 8) - (4 \times 9) =$ _____

$20 \div 2 \times 5 =$ _____

$84 \div (8 + 6) \div 3 =$ _____

$(2 \times 5) \times 4 =$ _____

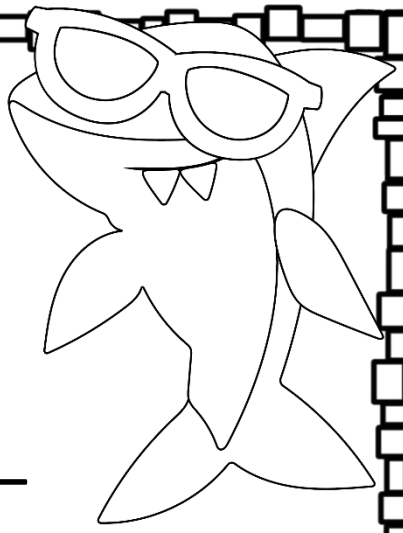
$(7 - 3) \times 4 =$ _____

$16 \div (12 - 4) =$ _____

$7 \times 3 + 2 =$ _____

Name: _____

Solve each equation.



4 x a = 16 _____

b ÷ 5 = 15 _____

13 x n = 91 _____

c ÷ 10 = 40 _____

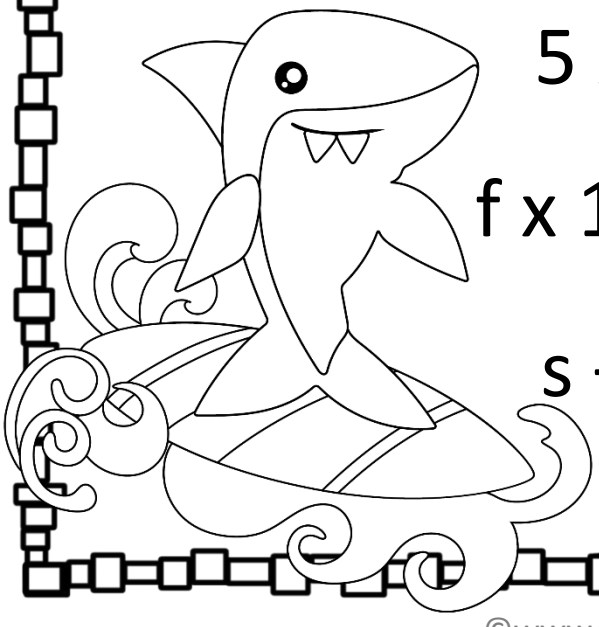
n x 4 = 56 _____

7 x y = 91 _____

5 x b = 85 _____

f x 19 = 152 _____

s ÷ 7 = 16 _____



Name: _____

Dividing Multiples of 10 and 100

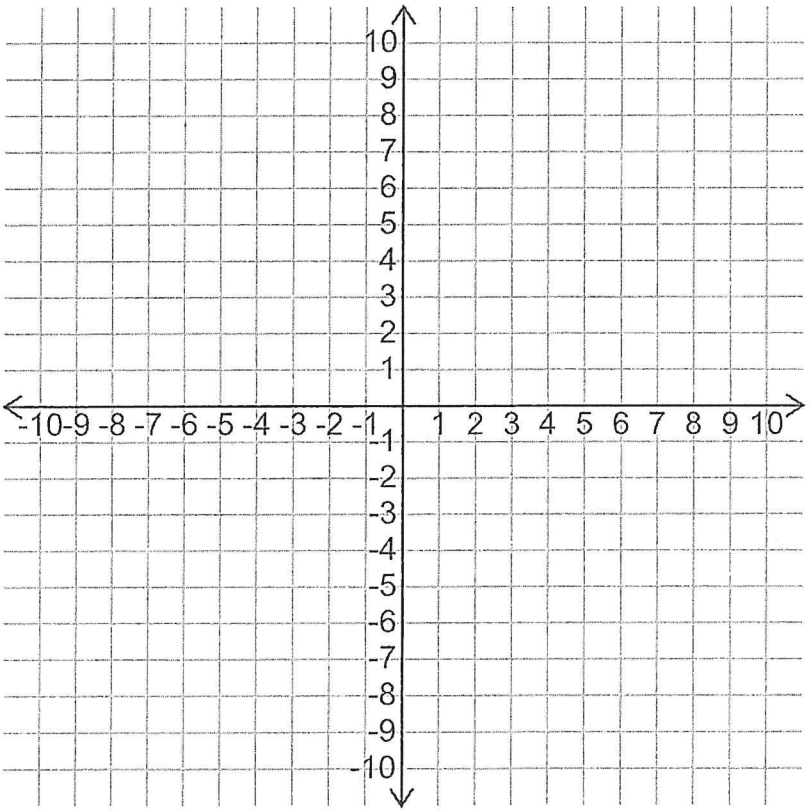
36 ÷ 6 =	360 ÷ 6 =	3,600 ÷ 6 =
56 ÷ 7 =	560 ÷ 7 =	5,600 ÷ 7 =
25 ÷ 5 =	250 ÷ 5 =	2,500 ÷ 5 =
24 ÷ 6 =	240 ÷ 6 =	2,400 ÷ 6 =
81 ÷ 9 =	810 ÷ 9 =	8,100 ÷ 9 =
64 ÷ 8 =	640 ÷ 8 =	6,400 ÷ 8 =
42 ÷ 6 =	420 ÷ 6 =	4,200 ÷ 6 =

Plotting points on a coordinate grid (4 quadrants)

Grade 5 Geometry Worksheet

Plot the points shown on the coordinate grid.

1.



A = (-6, 3) B = (-3, -3) C = (-1, 9)

D = (6, -10) E = (3, 4) F = (-4, -2)

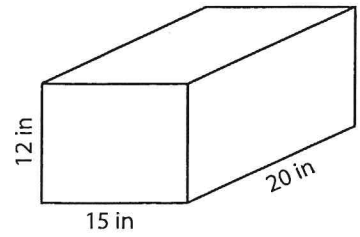
G = (-2, 1) H = (7, -8) I = (7, -2)

J = (-9, 2) K = (4, 7) L = (8, -1)

Volume of a Rectangular Prism

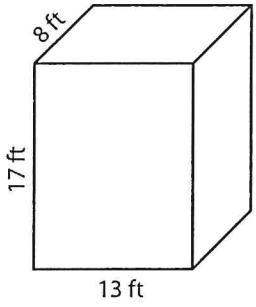
Find the volume of each rectangular prism.

1)



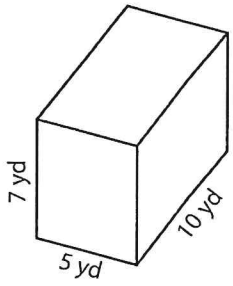
Volume = _____

2)



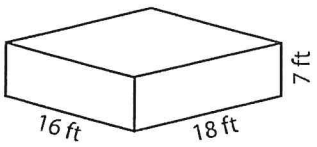
Volume = _____

3)



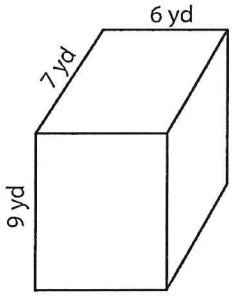
Volume = _____

4)



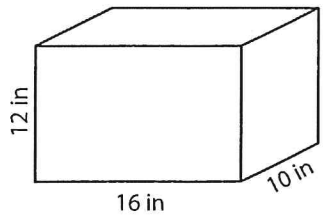
Volume = _____

5)



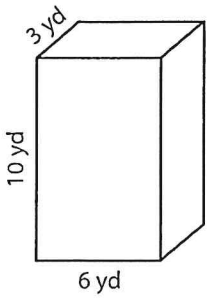
Volume = _____

6)



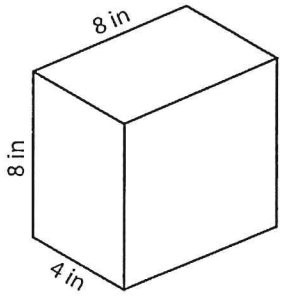
Volume = _____

7)



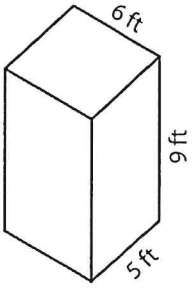
Volume = _____

8)



Volume = _____

9)



Volume = _____

Name : _____

Mean

Integers: T1S1

Calculate the mean of each data set.

1) 9, 3, 6

Mean = _____

2) 14, 12, 17, 9

Mean = _____

3) 15, 8, 10, 5, 7

Mean = _____

4) 18, 19, 11

Mean = _____

5) 4, 20, 16, 4

Mean = _____

6) 12, 11, 12, 20, 15

Mean = _____

7) 19, 8, 3

Mean = _____

8) 7, 13, 6, 2

Mean = _____

9) 12, 15, 17, 2, 14

Mean = _____

10) 10, 18, 8

Mean = _____

11) 5, 2, 0, 1

Mean = _____

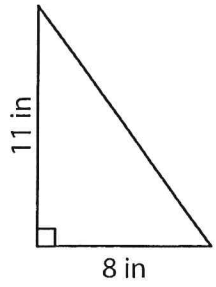
12) 3, 9, 5, 16, 7

Mean = _____

Area of Triangles | Integers

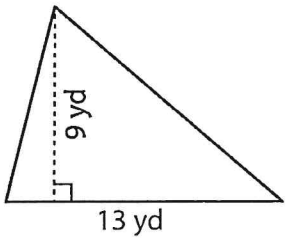
Find the area of each triangle.

1)



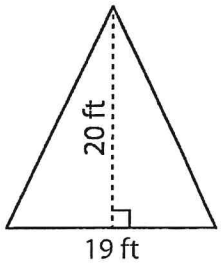
Area = _____

2)



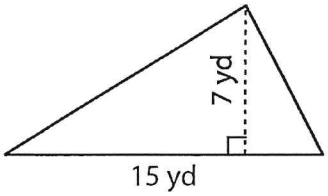
Area = _____

3)



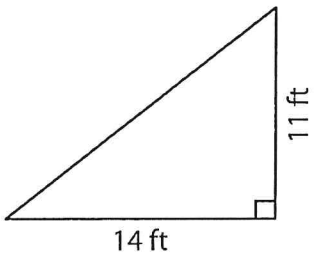
Area = _____

4)



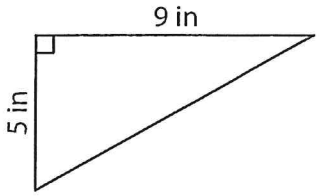
Area = _____

5)



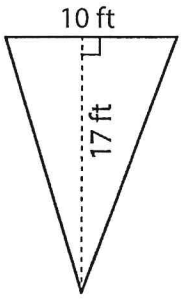
Area = _____

6)



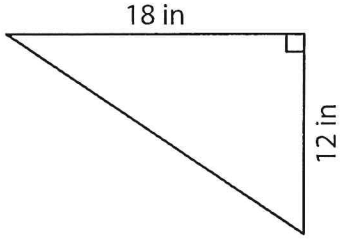
Area = _____

7)



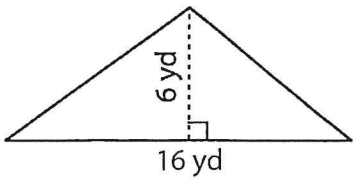
Area = _____

8)



Area = _____

9)

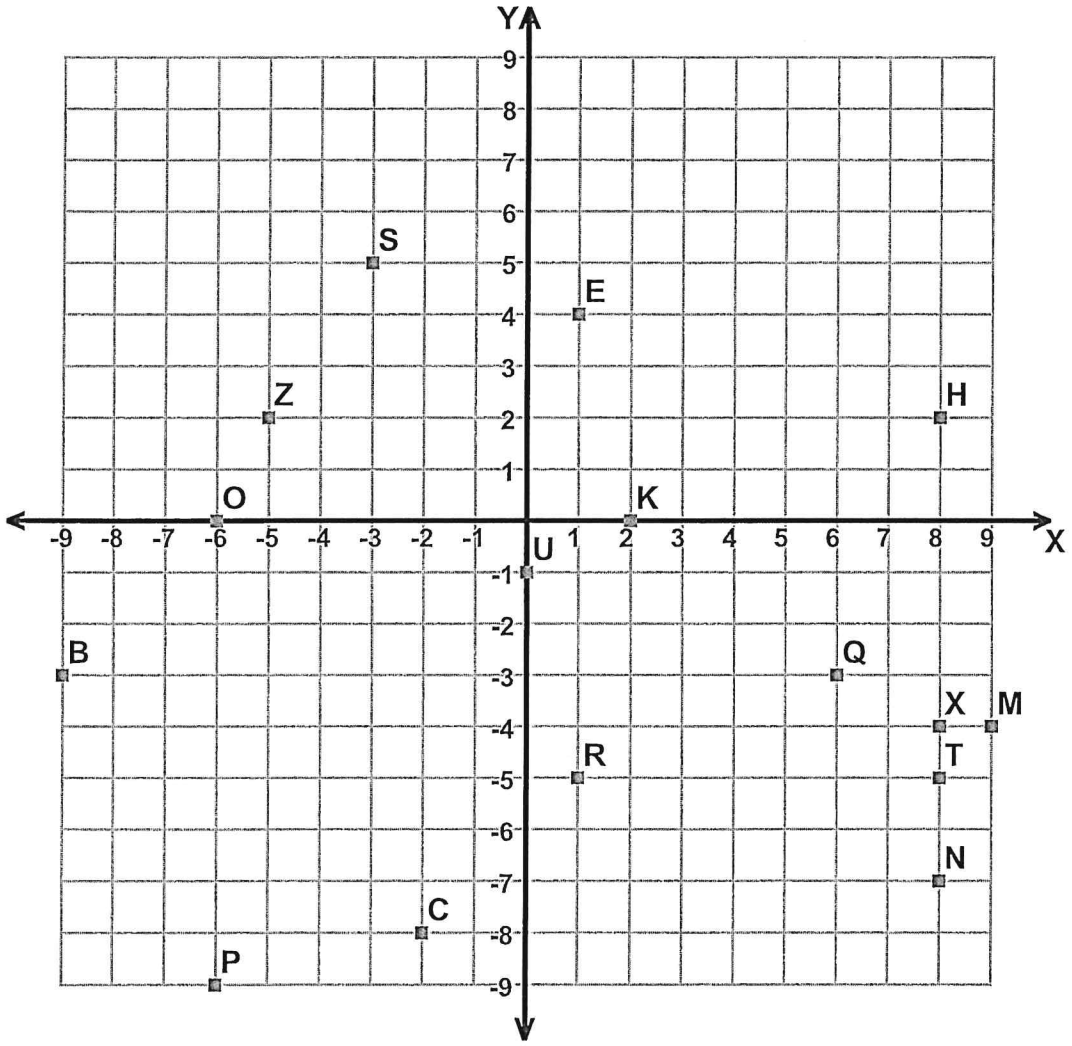


Area = _____

Name : _____ Score : _____

Teacher : _____ Date : _____

Four Quadrant Ordered Pairs



Tell what point is located at each ordered pair.

1) (-6,-9) _____ 3) (+9,-4) _____ 5) (-6,+0) _____ 7) (+0,-1) _____

2) (-3,+5) _____ 4) (-2,-8) _____ 6) (+8,-5) _____ 8) (+1,+4) _____

Write the ordered pair for each given point.

9) **K** _____ 11) **B** _____ 13) **Q** _____ 15) **N** _____

10) **Z** _____ 12) **X** _____ 14) **H** _____ 16) **R** _____

Plot the following points on the coordinate grid.

17) **W** (+0,+6) 19) **I** (+9,+2) 21) **J** (+3,-2) 23) **F** (+6,+5)

18) **V** (+4,+0) 20) **L** (-7,+2) 22) **G** (+6,+1) 24) **A** (+5,+9)

Name: _____ Date: _____

Rounding Worksheet

Round the following numbers to the accuracy of the underlined digit.
For example, 56<u>7</u>8 means you round to the nearest ten.

1 a. 638<u>0</u>92

1 b. 3951<u>1</u>05

2 a. 46<u>4</u>050

2 b. 439<u>9</u>354

3 a. 67<u>3</u>658

3 b. 51803<u>3</u>6

4 a. 963<u>3</u>401

4 b. 4636<u>6</u>69

5 a. 96690<u>0</u>7

5 b. 40<u>0</u>3198

6 a. 12680<u>0</u>8

6 b. 1<u>4</u>467

7 a. 35478<u>8</u>6

7 b. 56433<u>3</u>9

8 a. 67774<u>7</u>7

8 b. 57<u>7</u>6269

Name: _____ Date: _____

Exponents Worksheet

Solve.

1 a. 1^{89}

1 b. 0^{48}

2 a. 3^{2}

2 b. 10^{5}

3 a. 9^{2}

3 b. 5^{1}

4 a. 1^{1}

4 b. 4^{2}

5 a. 5^{2}

5 b. 0^{61}

6 a. 0^{60}

6 b. 7^{1}

7 a. 0^{14}

7 b. 0^{37}

8 a. 100^{6}

8 b. 0^{84}

Name: _____

Multiplying Fractions - Cross Cancellation

L1S1

Find the product.

1) $\frac{9}{10} \times \frac{2}{3}$

2) $\frac{12}{8} \times \frac{18}{16}$

3) $\frac{33}{7} \times \frac{14}{21}$

4) $\frac{6}{18} \times \frac{9}{42}$

5) $\frac{22}{15} \times \frac{45}{4}$

6) $\frac{3}{28} \times \frac{35}{6}$

7) $\frac{2}{7} \times \frac{35}{12}$

8) $\frac{16}{15} \times \frac{21}{24}$

Name : _____

Division

Sheet 1

1) $343 \overline{)7,039}$

2) $87 \overline{)3,747}$

3) $124 \overline{)9,548}$

4) $16 \overline{)6,782}$

5) $604 \overline{)8,456}$

6) $231 \overline{)1,634}$

7) $512 \overline{)4,513}$

8) $710 \overline{)5,301}$

9) $45 \overline{)2,655}$

Multiplying by parts

Grade 6 Multiplication Worksheet

Find the product.

1. $6 \times 98 =$ _____
2. $5 \times 94 =$ _____
3. $9 \times 107 =$ _____
4. $6 \times 90 =$ _____
5. $9 \times 91 =$ _____
6. $7 \times 92 =$ _____
7. $6 \times 100 =$ _____
8. $8 \times 97 =$ _____
9. $4 \times 100 =$ _____
10. $8 \times 92 =$ _____
11. $5 \times 92 =$ _____
12. $5 \times 100 =$ _____
13. $7 \times 99 =$ _____
14. $8 \times 106 =$ _____
15. $3 \times 106 =$ _____
16. $5 \times 96 =$ _____
17. $7 \times 108 =$ _____
18. $5 \times 93 =$ _____
19. $3 \times 99 =$ _____
20. $8 \times 93 =$ _____

Adding with missing numbers

Grade 6 Addition Worksheet

Find the missing numbers:

1. _____ + 91 + 5623 + 911 = 6630

2. 38 + 58 + 8798 + _____ = 9543

3. _____ + 1297 + 26 + 17 = 2011

4. 10566 = 849 + _____ + 62 + 97

5. _____ + 84 + 6997 + 225 = 7356

6. _____ + 956 + 6348 + 79 = 7399

7. _____ + 858 + 1048 + 85 = 2063

8. 7908 = 18 + 76 + _____ + 376

Writing numbers in expanded form

Grade 6 Place Value Worksheet

Write each number in expanded form.

1. 7,010,181 _____

2. 208,058,488 _____

3. 232,913,805 _____

4. 2,711,783 _____

5. 7,389 _____

6. 6,541,775 _____

7. 7,845,822 _____

8. 429,772,692 _____

9. 79,905 _____

10. 80,621 _____

Science & STEM

THIS SUMMER, GET READY FOR STEM BY COMPLETING AS MANY BOXES ON THE CHOICE BOARD AS YOU CAN! BELOW IS AN OVERVIEW OF THE SCIENCE CONCEPTS YOU WILL LEARN ABOUT NEXT YEAR!NRES AND TOPICS, STUDENTS CAN BROADEN THEIR HORIZONS AND KEEP THEIR MINDS ACTIVE, ENSURING THEY RETURN TO SCHOOL READY TO SUCCEED.

Rising Kindergarten	**Living Things** **Our Changing World** **Weather & the Sun** **Make Things Move**
Rising First Grade	**All About Plants** **Animals & How TheyCommunicate** **Light & Shadows** **Sky Patterns**
Rising Second Grade	**Land & Water** **Properties of Materials** **Earth's Changing Landscape** **Living Things & Habitats**
Rising Third Grade	Forces Around Us Life Cycles & Traits Different Environments Observing Weather
Rising Fourth Grade	**Informaion Processing & Living Things** **Forces & Energy** **Using Energy** **Our Dynamic Earth**
Rising Fifth Grade	**Investigate Matter** **Ecosystems** **Earth's Interactive Systems** **Earth & Space Patterns**
Rising Sixth Grade	**Cells & Life** **Body Systems** **Reproduction of Organisms** **Energy & Matter** **The Water Cycle**
Rising Seventh Grade	**Classification & States of Matter** **Properties & Changes** **Dynamic Earth** **Natural Hazards** **Materials Science** **Distribution of Earth's Resources**
Rising Eighth Grade	**Geologic Time** **Natural Selection & Adaptations** **Forces & Motion** **Evidence of Evolution** **Mechanical Energy** **Electromagnetic Forces** **Light** **Introduction to Waves** **Information Technologies**

STEM Enrichment Activity Chart Grades 6-8

Create Monday	Science Tuesday	Coding/Active Wednesday	Engineering Thursday	Fun Friday
Spread some joy by making a greeting card with 3D popup art for a neighbor or relative!  SCAN ME	Did you know that different liquids can have different densities? Try to create a density tower using liquids you have at home! SCAN ME	Create a book on storyjumper.com  SCAN ME	Explore the various engineering career fields that exist. Take the quiz below to find out what type may interest you! SCAN ME Play a game at engineering.com!	Which is the best invisible ink? Write 3 messages using milk, lemon juice, & vinegar. Allow to dry. Heat up the paper with a blow dryer to see the message appear! SCAN ME
It's your turn to create a mosaic. You can use pieces of paper, cardboard, plastic beads, bottle caps, etc.  SCAN ME!	Most of us drink too much sugar each day. Look at the nutrition labels of your drinks and create a chart of least to most grams of sugar per serving. Play the Blood Sugar Balance Game  SCAN ME!	Explore the world of computer science with engaging videos, self-paced tutorials, programming activities, and more! CODE SCAN ME	Take a virtual field trip to Johnson Space Center in Houston, TX. What was the most surprising thing you learned about space exploration? Scan me Virtual Field Trip Play Space Games at spaceplace.nasa.gov SCAN ME	Watch "Introduction to Simple Circuits"  SCAN ME Practice re-wiring circuits SCAN ME
Research different STEM careers and choose one. Put together some interesting information and pictures to create a slideshow of what you've learned. SCAN ME	Choose an online article related to a science topic you learned this year. What is something new you learned?  SCAN ME	Check out the projects at scratch.mit.edu then create your own game!  SCAN ME	Create an account on Storyboardthat through google and then create a story. Save your comic! https://www.storyboardthat.com/storyboard-creator  SCAN ME	Compile a cheerful playlist for when you need to lift your mood. Your playlist must have a minimum of 10 songs. Give your playlist a name, describe the overall vibe of your playlist and explain why you selected these specific songs.