SUMMER LEARNING PACKET

BRIDGEPORT PUBLIC SCHOOLS

STUDENTS ENTERING: FIFTH GRADE

Name, write down and color ten things you can spy in the picture.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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:

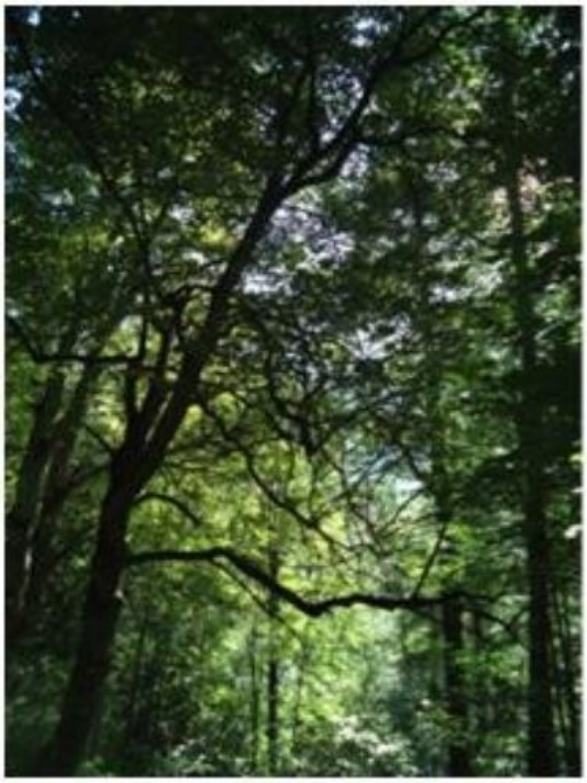
1. Reading: Directions: Read each passage using your close reading strategies. You may need to read it more than once. Then answer the matching question completely

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.

Happy Trails

by ReadWorks



The morning she left for Camp Kanawa, Maria awoke with a lump in her throat and an ache in her stomach. She had gone on plenty of sleepovers. She'd even spent a whole weekend at Aunt Jolie and Uncle Ed's. So why was she so nervous?

No breakfast today, she thought, imagining the ache turning into nausea and a horrible road trip after a full meal. Then the smell of French toast wafted upstairs. As usual, Maria's stomach grumbled as soon as the French toast-scented air hit her nostrils. *On the other hand, maybe a good breakfast is exactly what I need.*

She gave her arms and legs a good stretch and ambled downstairs.

"There's my big camper!" her mom said, squeezing Maria's shoulders with one arm the way she did when she wanted to give a hug, but was in too much of a rush for a full embrace. She walked briskly to the stove, placed two pieces of French toast on a plate and tapped a canister above them, powdered sugar snowing down.

"Just like you like it: super fluffy, slightly crispy..."

"...and lightly dusted," said Maria, already in position, armed with knife, fork, napkin and full glass of milk.

Maria poured a puddle of maple syrup beside the toast and topped each piece with a little mountain of whipped cream.

"Get started while it's hot. Your father's coming down in a minute. I told him to shave. Don't want the grizzly bear-I mean, grizzly beard-to send your new bunkmates running for the woods."

"Okay, okay," Maria's dad said with a sneaky smile. "Clean as a whistle. Just like you ordered."

"*Just* like I ordered?"

"The mustache stays. Admit it, you love it."

Maria's mom shrugged.

"I think it's hip," Maria said, dipping a bite in some syrup.

"Well, your old man*is* hip," her dad said, moving his head the way he did when he wanted to look like a cool surfer dude but looked more like an Egyptian robot."In fact, I was the most popular kid at my camp."

"For the record, it was science camp," Maria's mother reminded her, "and his rise to fame was thanks to what was known as The Great Explosion."

"Accident or genius? The world may never know," Maria and her dad said in unison, using their deepest, most mysterious voices. They slowly broke out of character and into laughter.

"In all seriousness, Maria, popularity is not important," her mother said, looking her straight in the eyes. "Finding the people who like you for you-that's what matters."

"Your mom speaks the truth, Sugar," said Maria's dad, wiping his thick mustache with a napkin. "Just be yourself. You'll have a blast."

* * * * *

Just be yourself. Just be yourself. Maria repeated the words like a mantra as she sat with her new cabin mates in a circle on the grass.

"Cool bracelet," said the skinny, freckled redhead sitting next to her.

"Thanks. I made it in an embroidery class I took this winter."

"Whoa! That's impressive. Can you teach me how?"

"If you teach me how to do a braid just like the one in your hair. I've mastered the art of French toast eating, but *definitely* not French braiding."

A loud whistle hushed the girls' laughter and buzzing all around them. They looked up to see a beautiful older girl blowing into an acorn top between her thumbs. Her skin was tan and eyes were dark brown, like Maria's.

"Hello! I'm Audrey, one of your two cabin counselors."

"And I'm Gina, your other cabin counselor," said the pale girl with curly, brown hair and eyes that were icy blue in color, yet warm.

"And you ladies are the Dragonflies!" Audrey lifted her arms in the air as she announced it."Each cabin here at Camp Kanawa is named after a different insect."

"The Cockroach boys-age twelve and thirteen like you-think they've got the best mascot. I beg to differ. Dragonfly girls are as tough as dragons and graceful as...well, dragonflies."

"That sounded better when we rehearsed it," Gina said lightheartedly.

The ache in Maria's stomach had officially turned into butterflies-the excited kind.

Name: _____ **Date:** _____

1. At the beginning of the story, where is Maria about to go?

A. a sleepover
B. Camp Kanawa
C. Aunt Jolie and Uncle Ed's
D. school

2. How do Maria's feelings about camp change in the story?

A. At first Maria is nervous, but then she is excited.
B. At first Maria is excited, but then she is nervous.
C. At first Maria is excited, but then she is bored.
D. At first Maria is nervous, but then she is sad.

3. Maria is anxious and nervous about going to camp. What evidence from the story best supports this statement?

A. Maria decides to eat French toast for breakfast before going to camp.
B. Maria's parents give her advice about making friends at camp.
C. Maria and her mom joke with her dad about being hip and cool.
D. The morning she leaves for camp, Maria wakes up with a stomach ache.

4. Read the following sentences: "*Just be yourself. Just be yourself.* Maria repeated the words like a mantra as she sat with her new cabin mates in a circle on the grass."

Based on this information, what conclusion can you make?

A. Maria is confident that she will make friends.
B. Maria is not sure if she will like her cabin mates.
C. Maria is nervous about making friends.
D. Maria has already made some new friends.

5. What is this story mostly about?

A. Maria goes to camp for the first time.
B. Maria really loves to eat French toast.
C. Maria discovers her love for dragonflies.
D. Maria jokes with her parents over breakfast.

6. Read the following sentences:

She walked briskly to the stove, placed two pieces of French toast on a plate and tapped a canister above them, powdered sugar **snowing down**

"Just like you like it: super fluffy, slightly crispy..."

"...and lightly dusted," said Maria, already in position, armed with knife, fork, napkin and full glass of milk.

What does the author mean when she describes the powdered sugar as "**snowing down**"?

A. The powdered sugar was cold like falling snow.
B. The powdered sugar was wet like falling snow.
C. The powdered sugar smelled like falling snow.
D. The powdered sugar looked like snow as it fell.

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

_____, Maria is nervous about camp, but soon after she arrives, she becomes excited instead.

A. Finally
B. Initially
C. Especially
D. Although

8. What advice does Maria's mom give her before going to camp?

9. Maria is nervous about going to camp, but after she arrives at camp she becomes more excited than nervous. What causes Maria's feelings to change?

10. Based on the information in the story, will Maria likely have a good time at camp? Support your answer using details from the story.

Ice Ages

Glacier

Have you ever heard the phrase "ice age"? It refers to a long period of time when glaciers and ice sheets cover large parts of the Earth. We are actually living in an ice age right now! This ice age began about 2.5 million years ago. Today, large areas of ice cover regions of Antarctica, the Arctic, and Greenland.

The climate changes multiple times during an ice age. It alternates between glacial periods and interglacial periods. During glacial periods of an ice age, temperatures are much colder than they are today. Ice sheets and glaciers expand, covering more of the planet. These periods can last tens of thousands of years. The last glacial period started about 120,000 years ago and ended about 11,500 years ago. During interglacial periods of an ice age, the average global temperature increases. Ice sheets and glaciers get smaller. The climate is warmer and wetter than it is during glacial periods. We are currently living in an interglacial period. It started about 11,500 years ago - when the last glacial period ended. During an ice age, glacial periods generally last much longer than interglacial periods.

Scientists don't completely understand what causes ice ages. But they do believe that one important factor is the amount of light Earth receives from the sun. When the northern part of the world receives less sunlight, temperatures drop, and more water freezes into ice. This can lead to the start of an ice age. When the northern part of the world receives more sunlight,

temperatures rise, and ice sheets melt. This can lead to the end of an ice age. However, there are other factors, too, including changes in the water flow of our oceans. Scientists are working to learn more about how different factors may cause an ice age to begin and end.

CIA World Factbook

The current ice age we're in is not the first the Earth has experienced. At least five major ice ages have occurred throughout Earth's history. The earliest one started over 2 billion years ago!

Name: _____ **Date:** _____

1. Throughout the Earth's history, there have been long periods of time when glaciers and ice sheets cover large parts of the Earth. What are these periods called?

A. dark ages

B. ice ages

C. cold ages

D. winter ages

2. The text describes and compares the glacial periods and interglacial periods of an ice age. What is one way these periods are different?

A. The average global temperature is lower during an interglacial period than a glacial one.

B. The average global temperature is higher during an interglacial period than a glacial one.

C. Interglacial periods normally last longer than glacial periods.

D. More of the Earth is covered by ice sheets during an interglacial period than a glacial one.

3. The Earth has undergone many changes throughout its history. What information from the text best supports this statement?

A. The Earth may enter an ice age when the northern part of the world receives less sunlight.

B. During glacial periods, ice sheets and glaciers cover more of the Earth.

C. The Earth has had at least five major ice ages over billions of years.

D. Scientists are working to learn more about how different factors may cause an ice age to begin and end.

4. Based on information in the text, what can be concluded about the Earth and the sunlight it received 2.5 million years ago?

A. The northern part of the Earth was receiving more sunlight.

B. The Earth was receiving the same amount of sunlight throughout its different parts.

C. The southern part of the Earth was receiving no sunlight.

D. The northern part of the Earth was receiving less sunlight.

5. What is the main idea of this text?

A. Today, large areas of ice cover regions of Antarctica, the Arctic, and Greenland.

B. Ice ages alternate between glacial and interglacial periods as the Earth's climate changes.

C. During an ice age, glacial periods generally last much longer than interglacial periods.

D. One important factor that may cause ice ages is the amount of light Earth receives from the sun.

6. Read the following sentences from the text.

"During glacial periods of an ice age, temperatures are much colder than they are today. Ice sheets and glaciers expand, covering more of the planet."

Based on the text, what does the word "expand" mean?

A. get bigger

B. get smaller

C. get warmer

D. get lost

7. Choose the answer that best completes this sentence.

Ice ages alternate between two different periods, _____ glacial periods and interglacial periods.

A. namely

B. on the other hand

C. for example

D. meanwhile

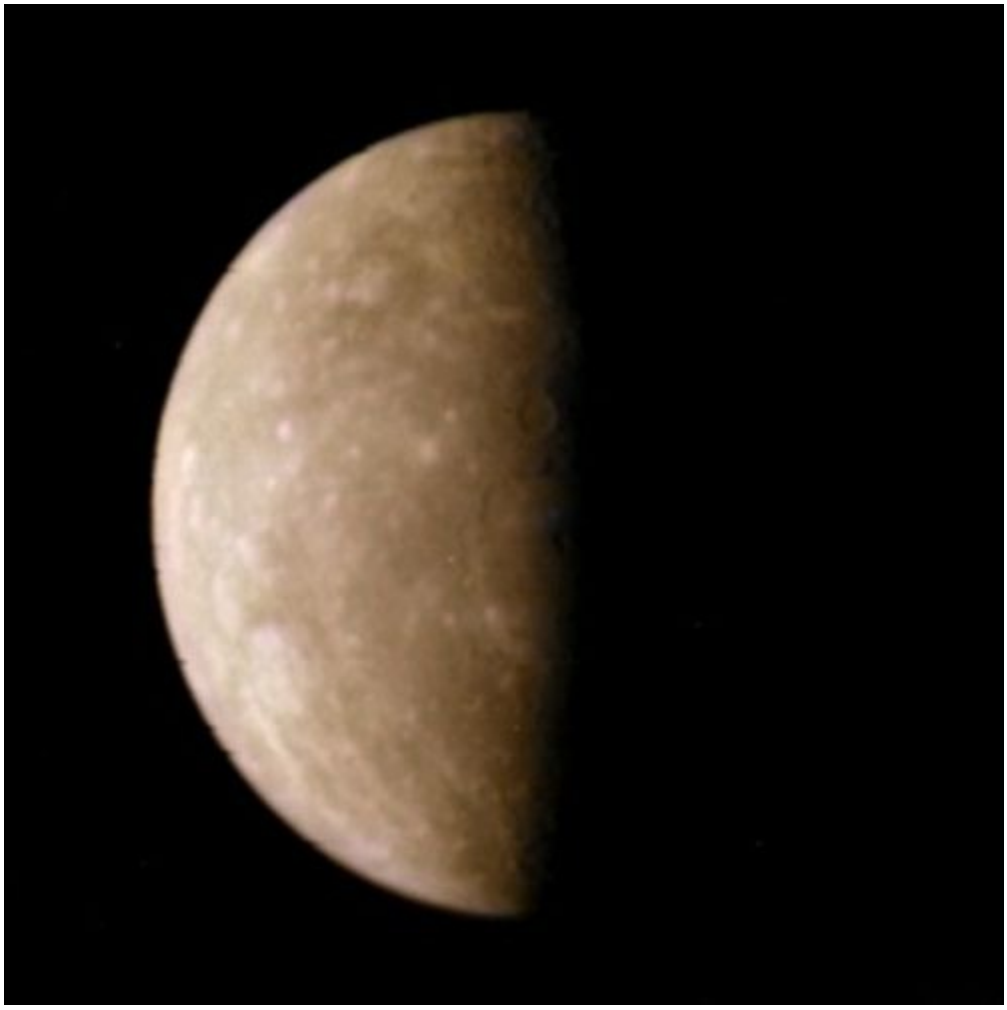
8. What happens when the northern part of the world receives less sunlight?

9. Describe two ways glacial periods compare to interglacial periods. Use information from the text to support your answer.

10. How might the way the Earth is today compare to the way it was 100,000 years ago? Use information from the text to support your answer.

Mercury

by Justin Moy



NASA

Mercury

Before the 1970s, people didn't know much about the planet Mercury. They knew that Mercury was the smallest planet in our solar system and the closest to the sun. They also knew that the planet orbited the sun in only 88 Earth days, faster than any other planet in our solar system.

In the 1970s, scientists sent a space probe to fly by Mercury and take photographs of the planet. The probe wasn't able to take photos of the entire planet, but scientists were able to learn more than they ever had.

A second probe, called MESSENGER, was launched in 2004. For a few years it collected a lot of data on Mercury. Now, scientists know much more about Mercury.

Mercury is only a little bigger than Earth's moon. In fact, Mercury's surface even has craters

like Earth's moon. Comets and meteoroids have hit the planet, leaving dents or pits on its surface. These are called impact craters.

There are also some differences between Mercury and Earth's moon. One major difference is that Mercury's surface has curved cliffs. Earth's moon doesn't have them. Astronomers think these cliffs are a sign that the planet has actually shrunk over time.

A lot of the facts scientists know about Mercury are from the space probes sent there. However, no one has ever been sent to the planet. It is so close to the sun that it would be dangerous for anyone to go there. Maybe one-day astronauts would be able to travel to the planet and study it.

Name: _____ **Date:** _____

1. Which is the smallest planet in our solar system?

A. Earth

B. Mercury

C. Venus

D. Mars

2. What two things does the author compare in this text?

A. the planet Mercury and Earth's moon

B. the first and second probes sent to Mercury

C. how Mercury and Earth formed

D. the sizes of Earth and Earth's moon

3. Read these sentences from the text.

> In the 1970s, scientists sent a space probe to fly by Mercury and take photographs of the planet. The probe wasn't able to take photos of the entire planet, but scientists were able to learn more than they ever had.
>
> A second probe, called MESSENGER, was launched in 2004. For a few years it collected a lot of data on Mercury. Now, scientists know much more about Mercury.

What conclusion can be drawn about space probes and Mercury based on this evidence?

A. Scientists do not need to send any more space probes to Mercury.

B. Scientists did not know anything about Mercury before sending space probes there.

C. The first space probe scientists sent to Mercury was better than the second space probe.

D. Space probes have been very helpful in helping scientists learn more about Mercury.

4. Based on the text, why have no humans been sent to Mercury?

A. because humans do not want to learn about Mercury

B. because scientists know enough about Mercury that they do not need to send humans there

C. because it is so far away that it would be difficult to send anyone there

D. because it is so close to the sun that it would be dangerous for anyone to go there

5. What is the main idea of this text?

A. Scientists have learned a lot about the planet Mercury because of the space probes sent there.

B. The planet Mercury and Earth's moon are alike and different in many ways.

C. Mercury is the closest planet to the sun, and it orbits the sun faster than any other planet.

D. In 2004, scientists sent a space probe called MESSENGER to Mercury to collect data on the planet.

6. Read these sentences from the text:

"For a few years [the space probe] collected a lot of data on Mercury. Now, scientists know much more about Mercury."

Based on the text, what does the word "data" mean?

A. teaching

B. speed

C. information

D. planet

7. Choose the answer that best completes the sentence.

No one has ever been sent to Mercury _____ it is so close to the sun that it would be dangerous for anyone to go there.

A. because
B. although
C. therefore
D. while

8. In the 1970s, what did scientists send to fly by Mercury and take photographs?

9. Give one example of something scientists have learned about Mercury since sending space probes there.

Support your answer with evidence from the text.

10. In general, why might scientists need to use space probes?

Support your answer with evidence from the text.

A Plant Puzzle

By Josh Adler

Living things like plants, animals, and people need energy to survive and grow. People eat food for energy, but most plants use energy that they get from sunlight.

When you look at plants such as a tree, flower, or grass, what do you see?

You might notice their stems, trunks, branches, leaves, roots, or flowers, but how do they grow? What are they made *from*? How did the plant make those parts?

Life is a puzzle in many ways. People don't all agree on how life started or why it exists. Yet a simple way of thinking about how plants grow is to think of the plant itself as a piece of a larger puzzle.

Each plant is a part of its unique environment. Different environments could be oceans, forests, deserts, or cities. Each environment also has its own climate, which is partially based on how much sun and rain an area receives every year.

Since only certain plants grow in hot, cool, wet, or dry climates, each environment is made up of different types of plant life. A desert may grow palm trees and cacti, while a forest may grow tall pines or oak trees.

In order for a plant to grow, it needs three very important puzzle pieces: water, carbon dioxide, and light. Plants use their roots to take in water from the ground. They use their leaves to take in sunlight and carbon dioxide from the air.

Plants use these three puzzle pieces to make their own food in a process called photosynthesis. Using the energy from the sun, plants convert water and carbon dioxide into sugar. This sugar feeds the plant's growth from a seedling into an adult. In the process, the plant releases oxygen into the air.

Another important piece to the growth of many plants is soil. Using their roots, plants take in nutrients from the soil that help them grow. Giving a plant a spot in clean soil is important to make sure it doesn't absorb anything harmful from the dirt.

Plants make their food from carbon dioxide, water and light. They use this food to grow stems, trunks, roots, branches, leaves, and flowers. Now when you look at a tree, flower, or even a blade of grass, you can see all the pieces of the plant and how the entire puzzle fits together.

Name: _____ Date: _____

1. Where do plants get their energy from?

A the moon
B sunlight
C their stem
D their roots

2. What does the passage describe?

A how plants make food using light, water, and carbon dioxide
B how plants make food using *only* water and light
C how plants make food using oxygen, sugar, and soil
D how plants make food using sugar, light, and water

3. The climate determines which plants can grow in a particular environment.

What evidence from the passage best supports this conclusion?

A "Each plant is a part of its unique environment. Different environments could be oceans, forests, deserts, or cities."
B "Each environment also has its own climate, which is partially based on how much sun and rain an area receives every year."
C "A desert may grow palm trees and cacti, while a forest may grow tall pines or oak trees."
D "Since only certain plants grow in hot, cool, wet, or dry climates, each environment is made up of different types of plant life."

4. What would happen to a plant if it grew in polluted soil?

A The plant would grow faster than in clean soil.
B The plant would grow the same as in clean soil.
C The plant would not be healthy and could die.
D The plant would absorb more nutrients from the soil.

5. What is this passage mostly about?

A how plants grow
B sunlight and water
C energy sources
D nutrients in soil

6. Read the following sentences: "Using their roots, plants take in nutrients from the soil that help them grow. Giving a plant a spot in clean soil is important to make sure it doesn't **absorb** anything harmful from the dirt."

As used in the passage, what does "**absorb**" most nearly mean?

A use something
B take something in
C go under something
D put something out

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

Different environments have different plants. _____, deserts have cacti and rainforests have ferns.

A However
B Finally
C Meanwhile
D For example

8. With what process does a plant make its own food?

_____

_____

_____

_____

9. What are the three puzzle pieces that a plant needs to grow?

_____

_____

_____

_____

10. Explain whether plants could make their own food without sunlight.

_____

_____

_____

_____

Teacher Guide & Answers

Passage Reading Level: Lexile 970

1. Where do plants get their energy from?

- **A** the moon
- **B** **sunlight**
- **C** their stem
- **D** their roots

2. What does the passage describe?

- **A** **how plants make food using light, water, and carbon dioxide**
- **B** how plants make food using *only* water and light
- **C** how plants make food using oxygen, sugar, and soil
- **D** how plants make food using sugar, light, and water

3. The climate determines which plants can grow in a particular environment.

What evidence from the passage best supports this conclusion?

- **A** "Each plant is a part of its unique environment. Different environments could be oceans, forests, deserts, or cities."
- **B** "Each environment also has its own climate, which is partially based on how much sun and rain an area receives every year."
- **C** "A desert may grow palm trees and cacti, while a forest may grow tall pines or oak trees."
- **D** **"Since only certain plants grow in hot, cool, wet, or dry climates, each environment is made up of different types of plant life."**

4. What would happen to a plant if it grew in polluted soil?

- **A** The plant would grow faster than in clean soil.
- **B** The plant would grow the same as in clean soil.
- **C** **The plant would not be healthy and could die.**
- **D** The plant would absorb more nutrients from the soil.

5. What is this passage mostly about?

- **A** **how plants grow**
- **B** sunlight and water
- **C** energy sources
- **D** nutrients in soil

6. Read the following sentences: "Using their roots, plants take in nutrients from the soil that help them grow. Giving a plant a spot in clean soil is important to make sure it doesn't **absorb** anything harmful from the dirt."

As used in the passage, what does "**absorb**" most nearly mean?

A use something
B **take something in**
C go under something
D put something out

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

Different environments have different plants. _____, deserts have cacti and rainforests have ferns.

A However
B Finally
C Meanwhile
D **For example**

8. With what process does a plant make its own food?

Suggested answer: A plant makes its own food using a process called photosynthesis.

9. What are the three puzzle pieces that a plant needs to grow?

Suggested answer: The three puzzle pieces a plant needs to grow are carbon dioxide, water, and light.

10. Explain whether plants could make their own food without sunlight.

Suggested answer: Plants could not make their own food without sunlight, because they need the energy from the sun to convert water and carbon dioxide into sugar.

Miss Johnson's Plant Experiment

Miss Johnson, a second grade teacher, reached deep into her canvas bag and pulled out two plants. She placed the plants on a table at the front of the room. She asked her class to gather around the table to look at the plants and describe what they saw.

"They look the same," Helena said.

"The leaves are green," Aaron added.

"They're standing straight up," Lee noted.

Miss Johnson asked them to touch the soil and tell her about it.

"The soil is moist, and it's dark brown," Mia observed.

"The soil is getting stuck under my fingernails," Teresa said.

Miss Johnson placed one plant in a sunny spot on the windowsill and the other on the floor in a dark corner of the classroom. She asked for four volunteers. Each volunteer was responsible for watering the plant on the windowsill once a week. Miss Johnson promised her class the plants would be part of an important lesson the following month.

* * * *

Four weeks later, Miss Johnson brought the plants back to the table and invited the class to describe them again.

"They don't look like each other anymore!" Helena said excitedly.

"One plant is green and has some new bright green leaves, and the other plant has more yellow and brown leaves than green leaves," Nina explained.

"One plant is standing straight up, and the other one is bent over," Lenny added.

Miss Johnson then asked the students to touch the soil and tell her about it.

"It's moist and dark brown around this plant," Grace said.

"It's very dry and light brown around this plant," Max described.

Miss Johnson explained, "Plants are alive. They respond to where they live. What are the differences between where I put the plants and how we cared for them?"

"You put one in a dark corner and the other one on the windowsill where there's a lot of light," Ellie replied.

"We watered the plant on the windowsill, but we didn't water the plant in the corner of the room," Aaron said.

"That's right. Which plant is growing and healthy?" Miss Johnson asked. Several students replied that the plant on the windowsill they watered was the one which was growing and healthy.

"You're right!" Miss Johnson exclaimed, proud of her students. Then she continued, "I wanted you to see for yourselves that plants depend on light and water to grow and to be healthy. Did you know that plants breathe? They have little openings on their leaves that look like tiny mouths, but they are too small to see without a microscope. When we breathe, we breathe in oxygen. Plants breathe in carbon dioxide.

"Plants take in carbon dioxide from the air and use it to build their leaves, stems and roots. Plants also take in water. This is why we need to water plants—so they will grow. They use their roots to suck water up into their bodies, and the little openings on their leaves to breathe in carbon dioxide.

"Once they have water and carbon dioxide, plants need light. Leaves are made up of a bunch of tiny cells. Inside the cells are very little things called chloroplasts. Chloroplasts are what make leaves green, and they are also what turn the carbon dioxide, water, and light into sugar and oxygen. The sugar is food for the plants. The plants release the oxygen into the air, which humans and many animals breathe in."

"What do plants need to grow and be healthy?" Miss Johnson asked her class.

"They need light and water!" the class replied.

"Let's place both plants on the windowsill where they will get lots of light and grow. Who would like to volunteer to water the plants?"

All of Miss Johnson's students raised their hands.

Name: _____ Date: _____

1. What does Miss Johnson ask her class to look at and describe?

A two plants
B three plants
C four plants
D five plants

2. What is compared and contrasted with the plant on the windowsill?

A the plant on Miss Johnson's desk
B the plant in a dark corner
C another plant on the windowsill
D a plant that one of Miss Johnson's students has at home

3. Plants need light and water to be healthy.

What evidence from the story supports this statement?

A Miss Johnson asks for four volunteers to water the plant on the windowsill.
B When Miss Johnson takes two plants out of her canvas bag, they both have green leaves.
C When Miss Johnson takes two plants out of her canvas bag, they are both standing straight up.
D The plant on the windowsill that Miss Johnson's students watered is healthy.

4. What happens to the plant in the dark corner?

A The plant in the dark corner grows poorly and does not stay healthy.
B The plant in the dark corner stands straight up and has only green leaves.
C The plant in the dark corner grows bright green and red leaves.
D The plant in the dark corner is watered once a week by Miss Johnson's students.

5. What is this passage mainly about?

A different types of trees and where they grow
B what plants need to grow and be healthy
C what second graders do for fun after school
D what working in a science lab is like

6. Read the following sentences:

"Miss Johnson then asked the students to touch the **soil** and tell her about it.
"'It's moist and dark brown around this plant,' Grace said.
"'It's very dry and light brown around this plant,' Max described."

What is the meaning of the word "**soil**" above?

A tree
B flower
C dirt
D water

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

The plant on the windowsill has bright green leaves; _____, the plant in the dark corner has brown and yellow leaves.

A in contrast
B in conclusion
C in particular
D as a result

8. Which plant gets water and a lot of light?

_____

_____

_____

_____

9. Which plant does not get water and a lot of light?

_____

_____

_____

_____

10. What will probably happen to the plant in the dark corner after it is moved to the windowsill and gets water? Support your answer with evidence from the passage.

_____

_____

_____

_____

School of Skate

by Jeff Ives

sxc.com

Students in Colorado are riding a school skateboarding trend.

Skateboarding class has rolled into schools! For sixth grader Carlos Cervantes, learning to skateboard takes a lot of work, but it's worth it. "[On] the first day of class, I was scared, but I tried it," the 12-year-old told *WR News.* "After two days' practice, I felt more comfortable."

Carlos is learning to skateboard in an after-school program at West Middle School in Aurora, Colorado. Skateboards have been finding their way into the regular school day as well. Douglass Elementary in nearby Boulder was the first public school in the country to offer skateboarding in gym class.

Douglass's physical education (PE) teacher Richard Cendali starts his skateboarding class by teaching students how to put on their safety gear and how to fall without getting hurt. Then kids start rolling around the gym. "Sometimes they're so excited, they fall. They're screaming, 'I'm doing it! I'm doing it!'" says Cendali, laughing. "It's such a thrill to see those kids succeed, and to see their smiles."

The New PE

PE instructors around the country have started teaching classes such as skateboarding, in-line skating, yoga, and even rock climbing. Experts call these sports "the new PE." These individual sports are designed to help fight childhood obesity by getting kids involved in fun physical activities. Obesity is the condition of being dangerously overweight. Another goal of these nontraditional activities is to promote lifelong fitness habits.

From 1980 to 2012, the percentage of children aged 6-11 years old who were obese more than doubled. During the same time period, the percentage of young people aged 12-19 years old who were obese quadrupled. The time students spent in PE class, however, decreased. Many schools dropped gym classes to save money or to provide students with more classroom time. Only 8 percent of elementary schools offered gym class to students every day, according to the U.S. Centers for Disease Control and Prevention.

Because students had less PE time, teachers searched for ways to keep kids moving. "[Skateboarding] is a great activity that keeps kids engaged in physical movement and gives them new skills and interests," says West Middle School's after-school program coordinator, Lindsey Johnson.

Skateboarding's Lessons

Some people say skateboarding not only offers health and fitness benefits but also teaches life lessons that could help kids with their schoolwork. Students who are learning to skateboard often spend hours practicing a new trick before they get it right. "Skateboarding teaches kids to believe that if they stick with something, they will ultimately succeed," says education expert Richard Sagor of Lewis & Clark College in Portland, Oregon.

Carlos's skateboarding teacher at West Middle School, Eric Klassen, agrees. "A baby will attempt to walk 600 to 900 times before [he or she] is successful," Klassen says. "We tell students that they shouldn't say 'I can't do it' unless they've tried 600 to 900 times."

Klassen's students have taken his advice to heart. "It took me 600 times to learn one new trick," said student Martin Carrera.

Individual Sports On the Rise

In the 2000s, team sports dropped in popularity, while individual sports, such as skateboarding, were on the rise. This trend might have affected the kinds of activities PE teachers offer in gym class. Learning individual sports gives all students an opportunity to exercise, whether they make it onto a school team or not.

Going Up

In 2005 compared to 1995, there were:

7.5 million more skateboarders

3.2 million more snowboarders

2.5 million more mountain bikers

Going Down

In 2005 compared to 1995, there were:

4.8 million fewer volleyball players

1.1 million fewer baseball players

200,000 fewer basketball players

Source: National Sporting Goods Association

Name: _____ Date: _____

1. One detail from the passage is that in some areas

A. skateboarding is now being offered after school.

B. skateboarding is now being offered in school.

C. skateboarding is being taught in gym class.

D. all of the above.

2. The main idea of this passage is that

A. PE has been changing.

B. safety skills are taught in skateboarding class.

C. many schools have dropped their gym program.

D. many young people are overweight.

3. A detail from the passage is that skateboarding

A. engages kids in physical movement.

B. encourages obesity.

C. is not good exercise.

D. teaches kids to give up.

4. By the mid-2000s, which sports became more popular?

A. volleyball, baseball, snowboarding

B. skateboarding, snowboarding, mountain biking

C. baseball, basketball, volleyball

D. skateboarding, basketball, snowboarding

5. What does the author mean by the sentence, "Skateboarding class has rolled into schools"?

_____

_____

_____

_____

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 suns 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?

4th Grade CCSS Language Arts Word Search 1

1. *First, write the correct clue number to the left of each word in the Word Bank. Then, circle the words that have been hidden vertically, horizontally, and diagonally.*

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

1. Repetition of a single consonant letter.
2. The formation of a word from a sound associated with what is named.
3. The feelings and associations that a word suggests.
4. A conclusion based on past knowledge and new information.
5. The dictionary definition of a word.
6. State the central idea and important supporting details.
7. Making a comparison between two unlike things without using "like" or "as".
8. The attribution of human qualities or capabilities to animals, objects, or ideas.
9. Great exaggeration used to make a point.
10. What the passage or text is mainly about.
11. Using "like" or "as" to make a comparison between two unlike things.
12. Information that helps to explain the central idea.
13. Language not meant to be taken literrally.

hyperbole
alliteration
personification
supporting details
figurative language
simile
denotation
metaphor
central idea
inference
connotation
summarize
onomatopoeia

4th Grade CCSS Language Arts Word Search 2

1. *First, write the correct clue number to the left of each word in the Word Bank. Then, circle the words that have been hidden vertically, horizontally, and diagonally.*

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

1. The vantage point from which a story is presented.
2. The message or underlying meaning a writer reveals in a novel, short story, or other literary work.
3. A struggle between two opposing forces.
4. Text that comes from the story used to support analysis.
5. The elements of plot after a story's climax and before the resolution.
6. A related series of incidents in a literary plot that build toward the point of greatest interest.
7. People, animals, or creatures in a story or drama.
8. The decisive moment or turning point when the rising action of the play is reversed to falling action.
9. The mood implied by an author's word choices.
10. When the conflict is resolved at the end of the story.
11. The sequence of events that make up a story.
12. A little story or small piece of information.
13. The background information of the characters and setting explained at the beginning of the story.

climax
theme
plot
tone
anecdote
rising action
exposition
falling action
characters
evidence
conflict
resolution
point of view

4th Grade CCSS Language Arts Word Search 3

1. *First, write the correct clue number to the left of each word in the Word Bank. Then, circle the words that have been hidden vertically, horizontally, and diagonally.*

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

1. The narrator exists outside the events of the story, and relates the actions of the characters by referring to their names or by the third-person pronouns "he", "she", or "they."
2. A group of lines in a poem that look like a paragraph.
3. A similarity between like features of two things.
4. A person telling a story.
5. A conversation between two or more characters.
6. A character who remains basically unchanged.
7. The narrator is a person in the story telling the story from their own point of view. The narration usually utilizes the pronoun "I."
8. Narration that uses the pronoun "you."
9. A character who undergoes an important change.
10. The readers find out about characters through thoughts, comments, or actions of the characters.
11. A brief story in prose or verse that teaches a moral or gives a practical lesson about how to live one's life.
12. Stated clearly and in detail.
13. The narrator or characters in the story tell readers exactly what is needed to know about the characters.

direct characterization
third person
dialogue
fable
explicit
dynamic character
indirect characterization
second person
stanza
narrator
static character
first person
analogy

4th Grade CCSS Language Arts Word Search 4

1. *First, write the correct clue number to the left of each word in the Word Bank. Then, circle the words that have been hidden vertically, horizontally, and diagonally.*

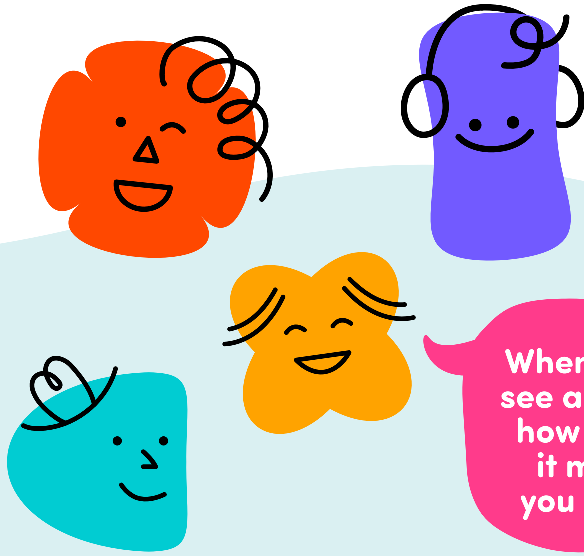
Y	A	N	S	E	X	B	T	O	M	T	M	H	O	Z	S	U	P	P	O	R	T	I	N	G	D	E	T	A	I	L	S	O	J
Z	E	O	X	B	R	K	H	L	E	R	X	P	N	C	V	E	H	T	H	O	B	X	N	D	B	Q	S	Q	N	E	R	D	W
R	D	I	O	V	G	W	Y	X	T	J	N	X	O	O	O	D	S	O	G	B	I	W	Z	F	P	H	M	A	R	P	D	X	Y
R	I	T	I	K	X	A	P	G	A	O	Z	I	M	N	T	S	U	M	M	A	R	I	Z	E	E	O	I	K	J	T	Q	M	U
L	L	A	N	J	R	H	E	Q	P	F	B	V	A	N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

1. A conclusion based on past knowledge and new information.
2. Great exaggeration used to make a point.
3. The formation of a word from a sound associated with what is named.
4. Information that helps to explain the central idea.
5. Repetition of a single consonant letter.
6. The feelings and associations that a word suggests.
7. Language not meant to be taken literrally.
8. Making a comparison between two unlike things without using "like" or "as".
9. State the central idea and important supporting details.
10. The dictionary definition of a word.
11. What the passage or text is mainly about.
12. Using "like" or "as" to make a comparison between two unlike things.
13. The attribution of human qualities or capabilities to animals, objects, or ideas.

summarize
denotation
onomatopoeia
metaphor
inference
figurative language
supporting details
connotation
alliteration
simile
hyperbole
personification
central idea

Highlights

SOUND IT OUT



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

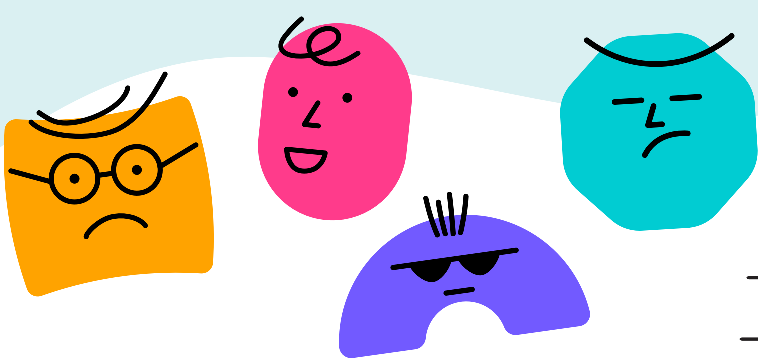
HOW YA DOING?

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.