

# SUMMER LEARNING PACKET

BRIDGEPORT PUBLIC SCHOOLS

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

SUMMER



June 2025

Dear Bridgeport, Public School Families,

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

Thank you for sharing your children with us

Sincerely,  
Bridgeport Public Schools, Academic Directors

**Summer Literacy & Learning Packet Activities Directions:**

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

# What a Dump!

How do we get rid of so much plastic trash?

## The Plastic Predicament

Try to get through a day without using plastic. For that matter, try to go just one hour without it. From food and drink packages to cell phones and toothbrushes, plastic is nearly impossible to avoid. You can't even turn on a light without flicking a plastic switch.



Oene Moedt/Foto Natura/Minden Pictures

*A seagull is entangled in plastic six-pack ring.*

Plastic doesn't exist in nature. It's created from chemicals. Mass production of plastic started in the 1940s. Since then, it has become supremely popular-and for good reason. Plastic is lightweight, cheap, and convenient. It also lasts for a very long time. That can be good-you don't want your laptop to fall apart as you type-but it can be bad too.

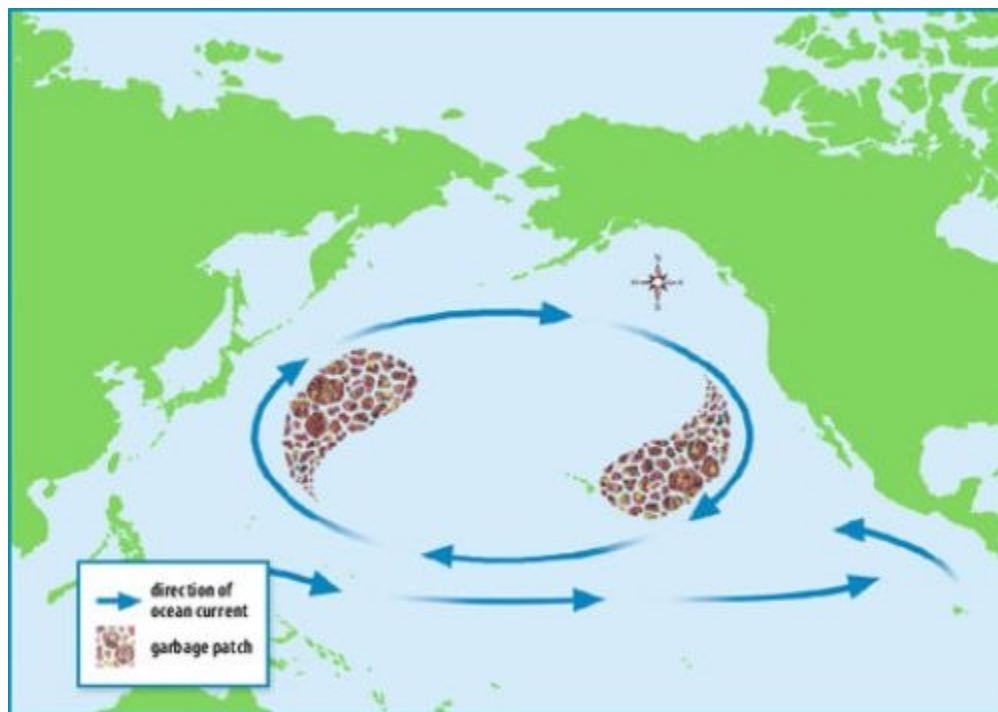
Plastic can remain in the environment for hundreds or even thousands of years. It piles up, filling garbage dumps and polluting the land and the ocean. Each year, more than 300 million tons of new plastic are manufactured worldwide. Clearly, we have a plastic problem.

## Trash Soup

Natural products such as food, paper, and wood are **biodegradable** [bigh-oh-di-GRAY-duh-buhl]; they're broken down by bacteria and are absorbed by the environment. Plastic, on the other hand, is photodegradable. Light from the sun causes it to break into smaller pieces over time. It never degrades completely, however. It often winds up littering the land and the ocean.

In the Pacific Ocean, plastic waste has collected in a swirling "soup" of trash called the Great Pacific Garbage Patch. It's huge-four times as big as Texas! It's just one example of an ocean garbage patch. Plastic pollutes all the world's seas. The United Nations Environment Programme estimates that plastic kills 100,000 marine mammals and turtles and 1 million seabirds every year. Some become tangled in plastic debris, while others die after eating plastic trash that they can't digest. Scientists estimate that 80 percent of the ocean's plastic started out on land.

Now the good news: you can help by tossing plastic into the recycling bin instead of the trash. A measly 28 percent of plastic bottles were recycled in 2009, according to the U.S. Environmental Protection Agency. You can help drive that number up.



Leigh Haeger

## Sea of Trash

The Great Pacific Garbage Patch is two areas of floating garbage in the Pacific Ocean. Each one is twice the size of the state of Texas. They lie within the North Pacific Subtropical Gyre, a ring of currents that turns clockwise in the ocean.

## Reduce, Reuse

Still, recycling won't solve our plastic predicament by itself. Not all types of plastic can be

recycled. And those that can may not be recycled in the way you'd expect. Plastic water and soft-drink bottles-some of the most commonly used plastics in the United States-are hardly ever turned into new bottles. Instead, they're recycled into carpet, furniture, and fleece clothing. When those products wear out, they often can't be recycled a second time.

So what can you do? One of the best ways to tackle the problem is to reduce the amount of plastic you use. Carry reusable water containers instead of single-use plastic bottles. Bring your lunch in recyclable aluminum foil instead of a plastic sandwich bag. Ask your family to carry reusable tote bags to the grocery store. Every little bit helps.

Plastic will probably always be part of our lives. But by making smart choices, we can keep it from burying us.

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

1. What is plastic created from?

- A. chemicals
- B. paper
- C. food
- D. wood

2. The author discusses the problem of plastic waste. What is one solution to this problem?

- A. to throw away plastic water and soft-drink bottles
- B. to reduce the amount of plastic you use
- C. to create new garbage dumps in the ocean
- D. to avoid using light switches and cell phones

3. If people do not do anything about plastic waste now, plastic waste will be a problem for future generations. What evidence from the text supports this statement?

- A. Biodegradable products are broken down by bacteria and are absorbed by the environment.
- B. The North Pacific Subtropical Gyre is a ring of currents that turns clockwise in the ocean.
- C. Plastic is photodegradable. Light from the sun causes plastic to break into smaller pieces over time.
- D. Plastic can remain in the environment for hundreds or even thousands of years.

4. Read these sentences from the text:

"Each year, more than 300 million tons of new plastic are manufactured worldwide. Clearly, we have a plastic problem."

Based on the information in the text, why is it a problem that more than 300 million tons of new plastic are manufactured each year?

- A. because plastic is going to run out soon
- B. because plastic is expensive to make
- C. because plastic cannot break down completely
- D. because plastic takes years to manufacture

5. What is the main idea of this text?

- A. The Great Pacific Garbage Patch is four times the size of Texas.
- B. Plastic waste is a big problem for the environment.
- C. Mass production of plastic started in the 1940s.
- D. Natural products like food and paper will degrade completely over time.

6. Read the following sentences from the beginning of the text:

"Try to get through a day without using plastic. For that matter, try to go just one hour without it."

Why might the author have begun the article this way?

- A. to stress to the reader how much plastic people use
- B. to scold the reader for using too much plastic
- C. to challenge the reader to create a new kind of plastic
- D. to check whether the reader knows what plastic is

7. Choose the answer that best completes the sentence:

\_\_\_\_\_ light from the sun causes plastic to break into smaller pieces over time, plastic never degrades completely.

- A. like
- B. so
- C. because
- D. but

8. Plastic water and soft-drink bottles are often recycled into carpet, furniture, and fleece clothing. What happens when those products wear out?

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**9.** What are two ways you can reduce the amount of plastic you use?

Support your answer with evidence from the text.

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**10.** To help solve the problem of plastic waste, why is it important not only to recycle plastic, but also to reduce the amount of plastic you use?

Support your answer with evidence from the text.

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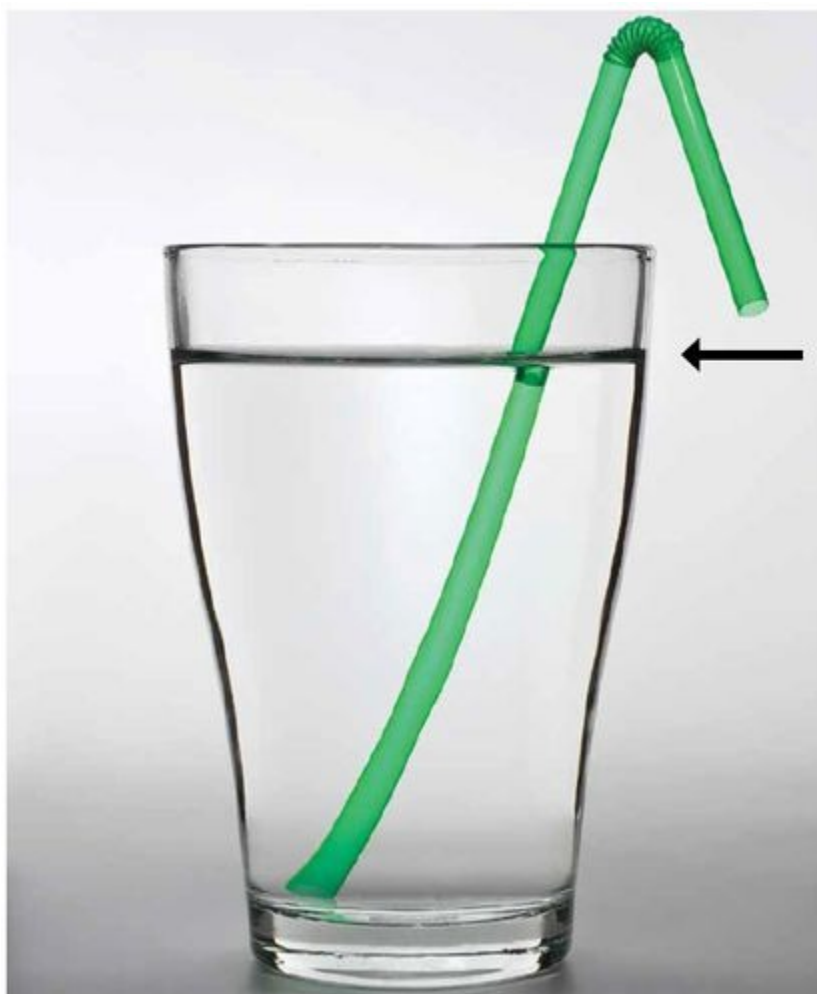


# Refracting Light

This text is adapted from an original work of the Core Knowledge Foundation.

The speed of light is very, very fast. However, the speed of light can change.

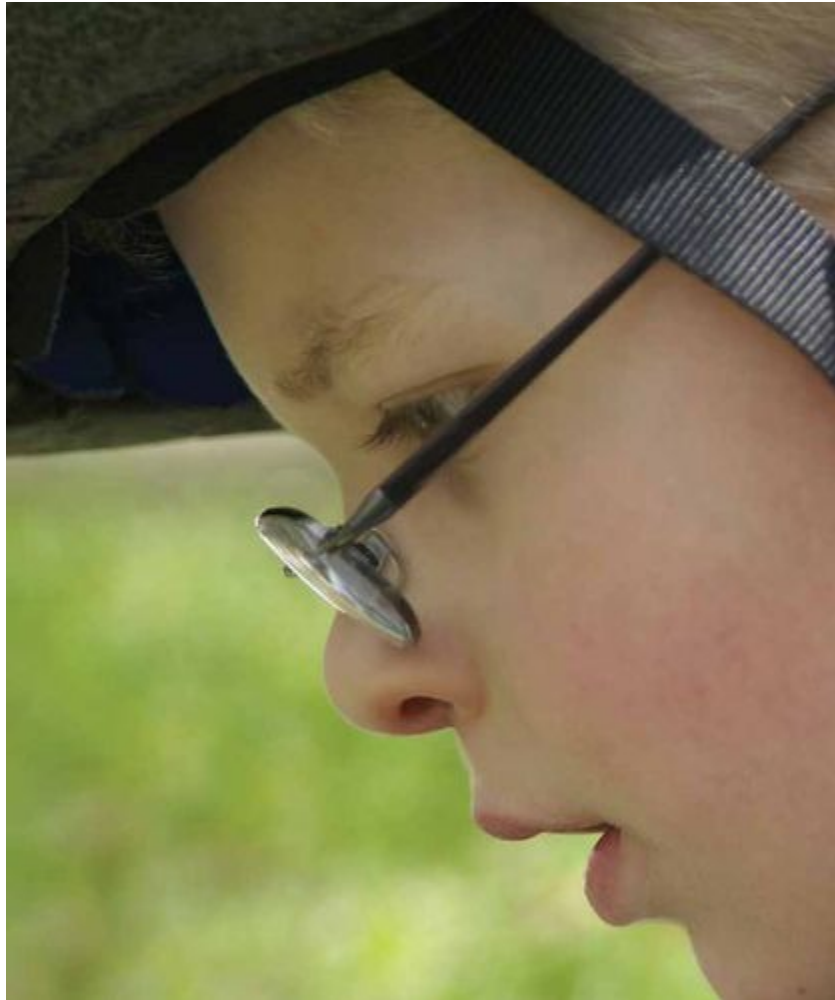
Take a straw and put it in a glass of water. Now, look at the straw where it enters the water. Can you see that it appears to be at a different angle? That is called refraction. It's caused by the slowing down of light as it moves from air to water. As the light enters the water, it changes angle direction because it slows down. It seems like magic, but it's really just how light travels-no trick.



*Why does the angle of the straw look different after it enters the water?*

You may be surprised to learn that there are many ways that we use light refraction every day. Do you or any of your classmates wear eyeglasses? The lenses in eyeglasses correct

different kinds of vision problems by refracting light. Transparent glass or plastic lenses are made to refract light in different ways. Like mirrors, these lenses can be convex lenses or concave lenses. Mirrors and lenses that are concave or convex have curved surfaces.



*Lenses can be used to refract light to correct vision problems.*

# Light Bounces!

by ReadWorks



Take a look around. What do you see? All of the objects that surround you—a book, a plant, a pen, a door and even your own body—can only be seen thanks to light. Light is a type of energy that helps us see the world we live in. When it's completely dark, it is impossible to see anything. Light comes from different places. The sun, stars, lightning and fire all give off light. So do light bulbs, flashlights and candles. Most living things need light in order to survive.

Some objects produce their own light, but most do not. The walls in the room you are in do not give off their own light. The light coming down from the ceiling lights above your head bounces right off the walls. If it didn't, we would not be able to see the walls at all. How do we see things? When light from any source bounces off an object and into our eyes, we are able

to see that object. Take a look at your pencil. You can see the pencil because light is bouncing off it and entering your eyes. This "bouncing off" is called "reflection."

Transparent, or see-through, objects let the light pass right through them. Light can shine through glass and clear plastic. It can also move through water and air. When light travels, it travels in a straight line.

Some objects block the light, like trees, buildings, and even you! When an object blocks the light, light cannot pass through to the other side. This is how shadows are made. When the sun shines on a tree, it cannot shine right through the tree. The tree blocks the light beams. On the other side of the tree, you will see a dark spot that is shaped like the tree. That is its shadow, the place where the sun cannot reach.

Try standing in front of a wall that is all lit up by a flashlight. Your body does not allow light to pass through it, so it will create a shadow on the wall. You can use all kinds of objects to block the light and make shadows. Try forks and spoons from your kitchen, your shoes or a stuffed animal. Try moving your body or one of these objects around to change the shape of the shadow! The closer the object moves to the flashlight, the bigger and fuzzier its shadow will be. The further the object moves away from the flashlight, the smaller and sharper its shadow will be.

Using a mirror, you can take light from one place and make it travel to another. Point your flashlight at the mirror. Now tilt the mirror. By moving the mirror around, you can make the light beam bounce off its shiny surface and fall on different objects in the room. Have you ever wondered why you can see your own face in a mirror? Light shines on your face, then bounces off it and hits the mirror you are looking into. Then, the light bounces, or reflects, off the mirror and right into your eyes.

Light bounces around! If it didn't, we'd be left in the dark.

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

1. What important kind of energy helps us to see the world that we live in?

- A. chemical energy
- B. light energy
- C. heat energy
- D. potential energy

2. What does the author mainly describe in the passage?

- A. how electricity helps to power our light bulbs
- B. how the movement of light helps us to view objects
- C. how some objects produce their own light
- D. how the energy of light helps plants to grow

3. Read the following sentences: "When the sun shines on a tree, it cannot shine right through the tree. The tree blocks the light beams. On the other side of the tree, you will see a dark spot that is shaped like the tree. That is its shadow, the place where the sun cannot reach."

Based on this evidence, what conclusion can be made?

- A. When an object blocks the light, light can pass through to the other side.
- B. When an object blocks the light, light cannot pass through to the other side.
- C. Sunlight has the ability to pass directly through trees.
- D. The dark spots behind the trees are places where other trees can't grow.

4. Read the following sentences: "Try standing in front of a wall that is all lit up by a flashlight. Your body does not allow light to pass through it, so it will create a shadow on the wall. You can use all kinds of objects to block the light and make shadows. The closer the object moves to the flashlight, the bigger and fuzzier its shadow will be. The further the object moves away from the flashlight, the smaller and sharper its shadow will be.

Based on this evidence, what will you see if you shine a flashlight on a wall, then place a fork very close to the flashlight?

- A. a big and fuzzy shadow shaped like a fork
- B. a small and sharp shadow shaped like a fork
- C. a big and fuzzy shadow shaped like a flashlight
- D. a small and sharp shadow shaped like a flashlight

5. What is this passage *mostly* about?

- A. the way flashlights work
- B. the way our eyes work
- C. the way light moves
- D. the way trees grow

6. Read the following sentences: "**Transparent**, or see-through, objects let the light pass right through them. Light can shine through glass and clear plastic."

As used in the passage, "**transparent**" can be understood to have the same meaning as what word?

- A. objects
- B. pass
- C. shine
- D. clear

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

We are able to see objects \_\_\_\_\_ when light moves, it bounces off of the objects and into our eyes.

- A. until
- B. because
- C. thus
- D. even

8. What is created when the movement of light is blocked by an object and cannot pass through to the other side?

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9. Why can you see your own face in a mirror?

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10. At the end of the passage, the author writes, "Light bounces around! If it didn't, we'd be left in the dark." What does the author mean by this?

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

Class: \_\_\_\_\_

## **Her Hands That Held the Stars**

By Rebecca Birch

2019

*Rebecca Birch is a science fiction and fantasy writer who has written for Cricket Magazine. This short story is set in a future where the air is too polluted, or dirty, to see the sky. In this story, a young girl wants to see the stars. As you read, take notes on Akeisha's actions.*

- [1] "Papa, please." Akeisha begged. "I just want to see the stars one time. One chance to get above the evermog."

She knew she was pushing her luck. If her mother were still alive, maybe things might've been different, but that was like wishing for clean, unfiltered air. Some things were just never going to be.

Papa slammed the sanitizer's lid down harder than he should. "I've told you no. Your nana should never have suggested it. She knows how I feel about the rooftops. You fall off a skyspear, sure and you're going to paint the ground."



*"Untitled" by Kyle Reed is used with permission.*

He glared over Akeisha's head to where Nana stood near the front entry, her uniform jacket dangling from one hand. "She's twelve," Papa went on. "Just a kid. She should be thinking about math class, not stars."

- [5] "Same age I was when my dad brought me sky-side," Nana replied, hanging the jacket on an empty hook by the door. "Not a lot of perks to custodial<sup>1</sup> work, but the key card — well, that's a big one."

"No," Papa said. "That's final."

Four hours later, Akeisha closed the cover of her math textbook and rubbed her eyes. Equations played against the back of her lids in purple afterimages. If she wasn't ready for the

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1. cleaning, making repairs, and doing odd jobs in a building

test by now, more studying wasn't going to help.

Papa, Nana, and Akeisha's little brother, Tyson, were all snoring. Akeisha pressed her face to the window, staring up at the curdled<sup>2</sup> green-yellow evermogg between their skyspear and the next. She'd never seen a different sky — never thought she'd have the chance — but then Nana had invited her sky-side.

"Come up top with me," Nana had said. Such a simple phrase, but it had rekindled<sup>3</sup> a longing Akeisha had suppressed<sup>4</sup> long ago. There was a whole universe up there, if she had the courage to chase it.

- [10] Stuffing her feet into her lace-ups, Akeisha tiptoed out of her room, picked up Nana's uniform jacket, and slipped her arms inside. It was two sizes too big, but it smelled of Nana's perfume and, more important, the key card hung from its clip in the front pocket.

Before Akeisha could take time to think about what she was doing and what would happen if Papa found out, she slipped out her front door and sprinted down the long hallway to the entrance to the service stairway. She hesitated outside it for a moment. How high was the climb? Nana only worked the floors between forty and sixty — respectable<sup>5</sup> middle-low level. The skyspear soared far, far higher.

It didn't matter. Akeisha was young and fit and she might not get this chance again. She unlocked the stairway and started up.

By the time she reached the spot where the stairway ended at an institutional<sup>6</sup> metal door, Akeisha was drenched<sup>7</sup> in sweat, dizzy from perpetually<sup>8</sup> turning left, and wheezing. But she'd made it. The sky was out there. All she had to do was open the forbidden door.

Akeisha forced herself not to consider how long it would take her to fall if something went wrong. She wouldn't let her father's fear rule her.

- [15] Her hand trembled as she pressed the key card to the sensor. A soft snick sounded, and the lock released. The door slid open.

A sweet breeze gusted through. Akeisha drew in a deep breath. The air tasted smooth, without

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2. thick and rippled looking
  3. to start or wake something up, such as a feeling, again
  4. to keep or hold back a feeling or emotion
  5. fairly good
  6. something that looks like it would be found in a hospital or government building
  7. **Drench (verb)** to make completely wet
  8. **Perpetual (adjective)** happening or continuing without stopping

a hint of grit. Her fingers tingled.<sup>9</sup>

“Go on,” she whispered to herself. She stepped out of the skyspear’s cocooning walls and onto the roof. A greenish glow rose up from below, but Akeisha’s gaze lifted skyward. Stars spread across the firmament<sup>10</sup> like spilled salt. Sparkling. Alive.

The wind tugged at Nana’s jacket, dragging Akeisha forward.

She dropped to her knees, tipped back her head, and stretched her hands as if she could touch the impossible stars. Their pale light bathed her exposed<sup>11</sup> skin. She didn’t know how long she stayed there, arms open to the sky, before a voice behind her said, “Look at your hands, sweetling.”

[20] Akeisha startled and looked back over her shoulder. “Nana?”

Nana stood just outside the doorway, her bright crescent smile gleaming softly against her dark skin, damp with perspiration<sup>12</sup> from the climb. “Your hands,” she repeated. “Look at them.”

Reluctantly,<sup>13</sup> Akeisha drew her hands back down and held them out, palms up. Tiny, glimmering motes sparkled just beneath her skin.

Nana closed the distance between them, bent down on one knee, and held out her own hand next to Akeisha’s.

Akeisha stared at them — hers small and smooth, Nana’s callused<sup>14</sup> and bent with arthritis<sup>15</sup> — both painted with stars. “That’s impossible.”

[25] “I was sure the stars would come to you,” Nana said. “They marked my dad. They marked me. Same constellation on all of us. See that bright star there on your right hand, at the end of your lifeline?”<sup>16</sup>

Akeisha nodded.

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9. **Tingle (verb)** to have a light stinging or prickly feeling
  10. the entire sky; heavens
  11. **Exposed (adjective)** left without covering; bare
  12. **Perspiration (noun)** moisture given off through the pores of skin; sweat
  13. not willing or excited to do something
  14. thickened, toughened area of skin
  15. a disease that causes the joints of the body to become swollen and painful
  16. the curved line between your thumb and index finger that is said to hold information about a person's life

"It's going to call you, sweetling. All your life."

Akeisha drew her hand close, twisting and turning it in front of her eyes. The stars didn't hurt—just radiated<sup>17</sup> a soft warmth like Mrs. Anderson's old tabby.

"How come I've never seen your stars before?"

[30] "They only kindle<sup>18</sup> in the starlight, though you'll feel them even when you can't see them."

Akeisha peered at the sky, seeking out the constellation that matched her own. It hung just over the top of the nearest skyspear. The star that matched the end of her lifeline glinted like the spark of humor that sometimes shone in Nana's eyes.

"You think we're supposed to go there?" Akeisha asked.

"Humanity<sup>19</sup> can't stay here forever. Skyspears will only stretch so high, and food's already scarce."

They sat there in silence a little longer, before Akeisha spoke again. "Do you think there are more folks like us?"

[35] "I have to believe it. And I hope they're as driven as you."

"I don't understand."

"You had a goal and you chased it. I knew your papa wouldn't give you permission. He's a good man, but he's never been brave. So I laid the breadcrumbs, but you had to choose to follow them."

Nana wrapped her hand around Akeisha's. The points where the stars touched flared with heat. "What do you plan to do next?"

Akeisha paused, listening to the wind rushing past her ears and the small, insistent pulse at the end of her lifeline that seemed to beat in time with her heart.

[40] She looked up at the sky one more time. "I want to chase that star, Nana. All that sky up there, it should be for everybody."

Nana squeezed Akeisha's hand gently. "Then you do it. I didn't have that chance, and neither did

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17. sent out

18. **Kindle** (*verb*) to start burning or shining

19. the race of human beings; all people

my dad, but your papa, he's done all he can to be sure you've got opportunities."

Akeisha gave a rueful<sup>20</sup> laugh. "You're right, and school comes early. I know I'm not going to reach the stars if I don't pass math class. I just don't want to leave all this behind."

"You hold the stars in your hand, sweetling," Nana said, rising and pulling Akeisha to her feet. "You'll never leave them behind."

Nana gave her a swift hug and kiss on the top of her head, then led them back inside, to the concrete and steel, back down the never-ending stairs, back beneath the eversmog, into a world that would never be the same again.

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20. feeling or showing regret or sorrow

## Text-Dependent Questions

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

1. Which statement best expresses a theme of the story?
  - A. Do not take things that do not belong to you.
  - B. It is important to listen to your family.
  - C. Be brave enough to follow your heart.
  - D. Taking risks is very dangerous.
  
2. Which detail from the text gives the reader the best clue that Akeisha's world is not like ours?
  - A. "He glared over Akeisha's head to where Nana stood near the front entry, her uniform jacket dangling from one hand." (Paragraph 4)
  - B. "Four hours later, Akeisha closed the cover of her math textbook and rubbed her eyes." (Paragraph 7)
  - C. "Akeisha pressed her face to the window, staring up at the curdled green-yellow eversmog between their skyspear and the next." (Paragraph 8)
  - D. "Stuffing her feet into her lace-ups, Akeisha tiptoed out of her room, picked up Nana's uniform jacket, and slipped her arms inside." (Paragraph 10)
  
3. In paragraph 16, the sentence, "The air tasted smooth, without a hint of grit." suggests that the air where Akeisha lives is normally —
  - A. smelly
  - B. dirty
  - C. clear
  - D. hot
  
4. Which character trait describes both Akeisha and Nana in the story?
  - A. athletic
  - B. daring
  - C. honest
  - D. wise

5. How do Akeisha's actions contribute to the theme of the story?

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

Class: \_\_\_\_\_

# One Without the Other

By Shelby Ostergaard

2022

*In this story, a young girl named Ava wants to have a cell phone like her friends. As you read, take notes on Ava's feelings about having a cell phone.*

- [1] "I have something important I would like to read to you," Ava told her parents. They were sitting side by side on the couch as she stood in front of them. They looked at each other a little cautiously, but smiled. Ava took that as a good sign.

"In school," she told them, "we've been working on persuasive essays. My teacher said that in order to persuade people you have to have reasons and evidence. You can't just say the same thing over and over again."

"Well that's certainly true," her father said.

But Ava wasn't done yet.



*"One Without the Other" by Fiona Torok is licensed under CC BY-NC-SA 4.0.*

- [5] "My essay is called "Why I Am Responsible and Ready for a Cell Phone by Ava Rosen," she continued, smiling as she read.

It had been a problem for months. All three of her best friends received cell phones for Christmas. It seemed like half the 5th grade class returned from Christmas break with cell phones. Ava's parents would just shake their heads whenever she asked them. A cell phone wasn't all fun and games, they would say. It was too big a responsibility<sup>1</sup> for her right now.

Ava felt that her best friends, Savannah, Mariah, and Abby, were having nothing but fun with their cell phones. All they ever wanted to talk about now was who put what in the group chat. They didn't spend any time at all talking about what a big responsibility their cell phones were.

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1. **Responsibility (noun)** something one is in charge of



But no matter which parent Ava asked, no matter when she asked, no matter how many times she asked, the answer was always the same. She couldn't get a cell phone until her Bat Mitzvah.<sup>2</sup> Her Bat Mitzvah! That wouldn't happen until she was 13 years old! Who knew all of the things she would miss in group chats over the next three years?

Parents were impossible sometimes.

- [10] For weeks it seemed like there was nothing she could do. Her parents just wouldn't budge. But then, a week ago, they had started working on writing persuasive essays at school. It was like lightning had gone off in Ava's brain. She had to persuade them! That was the answer! And it had come from school, of all places.

She'd worked on her persuasive essay for a week, coming up with all the reasons why she *should* have a cell phone. *Parents are able to stay constantly in touch with their children. Having a cell phone actually teaches responsibility.* She even looked up some facts to help as supporting evidence. *Forty percent of children in her age group have been introduced to some form of smart device. Fifty-three percent of parents in the country think it's acceptable for a child to own a cell phone at her age.* She was confident that this essay was the best thing that she had ever written. There was no way her parents wouldn't be persuaded.

~\*~

"So...what do you think?" she asked after a minute of silence. Her parents looked at each other. Neither one of them said a word.

"Well, Ava, that was certainly *very persuasive*," her Dad said. Her Mom nodded. "We wanted you to show that you were responsible enough for a cell phone. Putting this much work into convincing us certainly suggests that this isn't a whim.<sup>3</sup> We'll talk it over and then let you know."

Ava wanted to scream and jump up and down. But she was trying to show her parents that she was mature<sup>4</sup> enough for a cell phone. So, instead, she just smiled, nodded, and waited.

- [15] Waiting was torture. Her parents talked it over for a week. Meanwhile, her friends had begun playing a new game on their phones. Ava's mom would pick her up from school, and every afternoon Ava felt like she wanted to tear the car door open and beg her mom to tell her what they had decided. But, instead, she waited. And waited. And waited.

After a full week had gone by, her parents sat her down in the living room. This time, she was

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2. The Bat Mitzvah is a Jewish ceremony that celebrates a girl becoming an adult. It usually takes place when a girl is thirteen years old.
  3. **Whim** (*noun*) a sudden desire, thought, or change of mind
  4. **Mature** (*adjective*) grown-up

on the couch and they were both standing in front of her. She was so excited that she almost couldn't stand it, but she forced herself to sit quietly. Just like before, her parents looked at each other.

"Alright Ava," her mom said. "We both wanted to wait until you were older to get you a cell phone. But, we were impressed<sup>5</sup> by how much work you put into that essay and how mature you behaved while we talked it over. So, we've decided that you *can* have a cell phone. Your father needs to get a new phone for work and we're going to give you his old phone."

"Really?!" Ava yelled out. She jumped up and squealed. Her dad reached into his pocket and pulled out his old phone. It had already been wiped clean, so he handed it right to her. "Thank you, thank you, thank you!" she screamed. She took the phone from his hand and gave each of her parents a gigantic hug.

"But, Ava, we want you to understand, a cell phone is not all just fun and games," her Dad said. "This is a big responsibility — " he started to list all of the ways that she had to be responsible with her phone, but Ava wasn't listening anymore. She was too busy trying to decide what her new background should be and downloading all of the most important apps. Her plan had worked! She had a cell phone!

~\*~

- [20] She couldn't wait to show her friends. Right away, she pulled out her school notebook and turned to the back where she had written their new numbers. She called Savannah first, who squealed over the phone for almost as long as she had. After she was done, Savannah wanted to immediately hang up so that she could add Ava to the group chat. Happily, Ava agreed.

Her phone dinged. Savannah had added her. They changed the name of the group chat from "Besties" to "SAMA" now that they could use all of their initials in the name. Ava spent a good hour that first night texting with her friends. Deciding what emojis she should use for their contacts took a lot of discussion.

And it got better from there. It was the little things, like being able to text them at school the next day, at the top of lunch, just to let them know she was running behind. Or to play text message trivia games back and forth throughout the day. Savannah's mom was taking the four of them to see a movie over the weekend. Normally, Ava didn't like scary movies and wasn't sure she wanted to go. But now that she had a phone, things felt different. Savannah, Abby, and Mariah kept putting memes in their group chat about how good the movie was going to be. All of the jokes made it sound like it was going to be a lot of fun.

~\*~

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5. **Impressed** (*adjective*) having a strong, good feeling about someone or something

When Savannah's mom's car pulled up Saturday evening, Ava could barely contain her excitement. Her parents kept looking at her, looking at each other, and smiling. She dove into the back seat, proudly holding up her phone. All four girls squealed as loud as they could. Savannah's mom pinched the bridge of her nose.

They talked and exchanged group chat messages the entire way to the movie theater. Mariah told them all about how the twins in her art class had messed with a substitute teacher by pretending to be each other. And in the group chat she dropped a picture of Squidward's head exploding, with the words "^^substitute teacher" below it. Ava nearly died of laughter. Savannah's mom pinched the bridge of her nose again. They might have suffered a lecture<sup>6</sup> from her about how hard it was to be a substitute, and how they shouldn't encourage the other kids. But this was the beauty of being able to silently exchange messages between them. Silence, until whenever they erupted with laughter that is.

- [25] "Alright girls," Savannah's mom said once she had gotten them all in their seats. "Turn your phones on silent and keep them in your pocket while the movie is playing. Otherwise it's rude to everyone else in the theater." All four girls nodded and did as told. Ava had to ask for Savannah's help. As she watched the previews, she kept thinking of thoughts, jokes, comments — things she wanted to share in the group chat about what she saw. She even reached for her phone at one point before remembering she was supposed to keep it stowed.<sup>7</sup>

They settled in once the movie began. It was about a girl whose family moved into a new house. Only it turned out that the house was haunted. As the movie continued, Ava could feel herself tensing up. She dug the nails from one hand into her arm. She told herself that it was just a movie, but that didn't help. The creepy music, the dark lights, and the whispers were all getting to her. She bit her lip. In all of her excitement about her phone, she had forgotten how much she hated scary movies.

She could feel her heart racing. She couldn't take it. She turned to Savannah. "I have to go to the bathroom," she whispered.

Ava jumped up. She shuffled past her friends and out into the lobby. She shook her head. This was so babyish of her. She was supposed to be past this by now! She had a cell phone! She was practically an adult. Now that she was in the lobby, she figured that she may as well head to the bathroom. Inside, she took some mirror selfies before splashing some water on her cheeks. Then she made faces at herself in the mirror for a few minutes before deciding that it had probably been long enough.

When she got back to her seat, the movie seemed like it was wrapping up.

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6. **Lecture** (*noun*) a long speech given to warn or scold someone

7. **Stow** (*verb*) to put away, pack

- [30] "You missed the best part!" Abby hissed. "It was so cool!" Ava shrugged and turned to watch what was left of the movie.

~\*~

As they walked among the crowd leaving the theater, Savannah, Abby and Mariah talked over one another as they discussed the movie's ending. But it wasn't until they were standing out front, waiting for Savannah's mom to bring the car around that Ava realized something was seriously wrong.

She put her hand in her pocket to pull out her cell phone. It wasn't there.

Ava froze. Her heart was pounding. However scared she had felt before, it was nothing to how she felt now.

"I can't find my phone!" she shrieked. She started patting down all of her pockets. Had it fallen out and slipped between the theater seats? Immediately, all of her friends chimed in, yelling out their own suggestions. Maybe it was in the car. Maybe it had been left at the concessions stand. Ava was too frantic to listen.

- [35] And then suddenly, she knew. She looked at her friends, wide eyed.

"The bathroom sink," she whispered quietly. "I left it on the bathroom sink."

"WHAT?" Mariah yelled out. "Why did you drop it on the bathroom sink?!"

"I don't know, I was splashing water on my face — "

"Go, go go!" Savannah said quickly. "Go see if it's still there before my mom comes back!"

- [40] Ava took her advice and took off running. She burst into the bathroom and checked every sink. The phone was gone.

Savannah's mom and the girls were waiting in the car when Ava stepped out of the theater. "Are you okay?" Savannah's mom said. Savannah sat in the front passenger seat. Her mother leaned over her to talk through the open window. "Savannah said you had to use the bathroom again?" Savannah looked at Ava. Abby and Mariah were also glaring from the back seats. "It's okay," Savannah's mom said, "to be honest...I mean, if the movie scared you."

"Yeah," she nodded. "Just a little." She didn't want her to get in even more trouble.

"Are you going to tell your parents?" Mariah whispered to Ava as they made their way back to the neighborhood. Ava clenched her teeth. She didn't want to think about it.

"Ava, I'll drop you off first," Savannah's mom said and looked at her through the rear view mirror. "Text your mom to let her know we'll be pulling up in about ten minutes."

[45] "Sure thing!" Ava said brightly. She even looked down at her empty lap and made out as if she was typing. She hoped Savannah's mom couldn't see. She could feel how much her palms were sweating. "Mom says thanks," she said, and hoped she sounded normal. To each side of her, Abby and Mariah smiled sympathetically,<sup>8</sup> then turned back to looking at their phones. No more group text for private conversations. Ava hugged herself and tried not to cry. She was going to be in so much trouble.

"Is your mother not coming out to meet us?" Savannah's mother asked once she pulled up outside Ava's home.

"Nah, she texted me," Ava replied, as she shuffled over Mariah and opened the door. "She's busy with something. Thank you, Mrs. Melk." Ava then quickly jumped out of the car and rushed down her walkway. Mariah had to close the door behind her. Ava did not look back.

She kicked off her shoes in the entryway and glanced into the empty kitchen as she walked down the hallway. Her parents were at the table in the dining room, playing a round of cards. Ava stood in the doorway. When they looked up and smiled at her, she immediately burst into tears.

"Ava, honey, what's wrong?" her dad said, standing up. Her mom rushed over and wrapped her in a hug. They both looked concerned.

[50] "I... I... I lost my phone!" Ava blurted out. Tears streamed down her face. "I went to the bathroom and I put it on the sink and when I came back, it was just gone!" she sobbed.

Her parents looked at each other. It was silent for a moment. And then both of them seemed to sigh at once.

"It's okay sweetie," her mom said. "Sometimes these things happen."

"Really?" Ava looked up at her. She didn't understand why they weren't furious. Her dad gave her a one-armed hug.

"Do we wish you had been able to keep track of your phone for more than four days? Of course. But, things happen. Everyone makes mistakes and loses things from time to time. We'll call the cell phone company. We'll sort it out."

[55] Her mom smiled. "I'm sure you must've given Savannah's mom a fright in this mood. Were you able to talk to someone at the theater?" she asked.

Ava breathed in. "I didn't — I didn't tell Savannah's mom."

---

8. **Sympathetic** (*adjective*) feeling or showing understanding

"What? Why?"

"I don't know, I just thought —"

Her mom pulled back from Ava, her voice suddenly rose. "You didn't tell Mrs. Melk? She could have talked to the manager! Maybe someone turned it in!"

- [60] "Ava, really!" her dad said. He wasn't yelling, but she could tell by his tone that he was very angry. "What on earth were you thinking? You could have gotten help!"

"I didn't want to get in any more trouble," Ava said in a small voice. Both of her parents looked at her in disbelief. She opened her mouth to defend herself. To explain how much Savannah's mom liked to lecture them. Or how hard she had looked for the phone. Or how slipping up and forgetting just *one* time did *not* mean that she wasn't mature enough to have a cell phone!

But she stopped herself.

Maybe... maybe her parents were right. She hadn't thought about anything after the phone was gone except not getting in trouble. She thought about all of the adults she knew. They fixed problems for her. They didn't avoid them.

She never considered approaching the people who worked at the theater. Maybe someone had turned her cell phone in. It hadn't occurred to her to ask.

- [65] It was true that she had only slipped up one time. But that one time happened only four days after she had gotten her cell phone. Having the phone was a lot of fun, but keeping track of it was also a lot of work. You couldn't have one without the other.

She thought that maybe, just maybe, she wasn't ready for a phone just yet.

In the end, her parents drove her back to the theater. It turned out that the phone had been at the front desk the entire time. Someone must have found it in the bathroom right after Ava left. Her parents wouldn't let her have it. She sulked<sup>9</sup> in the car on the way home, but quietly she understood.

Ava missed being part of the group chat. She missed all the jokes and the private conversations. But, over time, she would come to learn that there were some parts of having a cell phone that she didn't miss. Later on in the year, Savannah will be grounded for two whole months after being repeatedly caught texting in class. Abby will drop her phone in the pool during spring break and spend her birthday sleepover staring tearfully at the bowl of rice her phone will sit in. It will never recover. And Mariah, at some point before the summer break, with no one from the

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9. **Sulk** (*verb*) to show anger by being silent or distant

"SAMA" group to talk to, will grow bored of even using her phone.

No, Ava would never admit it to her parents, but there were some things that came with having a cell phone that she didn't and wouldn't miss at all.

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## Text-Dependent Questions

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

1. What is the theme of the story?
  - A. Having a phone helps you make better friends.
  - B. Taking risks is an important part of being a kid.
  - C. Many things in life are unfair when you are a kid.
  - D. Sometimes parents know what is best for their kids.
  
2. What do paragraphs 6-9 show about Ava's parents?
  - A. Ava's parents treat her unfairly.
  - B. Ava's parents think she is trustworthy.
  - C. Ava's parents give her everything she wants.
  - D. Ava's parents want to raise a responsible kid.
  
3. What does the following line show about Ava?

*"It was like lightning had gone off in Ava's brain." (Paragraph 10)*

  - A. Ava has a headache.
  - B. Ava has a good idea.
  - C. Ava is watching a storm.
  - D. Ava is smarter than most kids.
  
4. Why is paragraph 28 important to the story?
  - A. It explains why Ava feels scared.
  - B. It provides details about the setting.
  - C. It gives a clue about the problem that will come later.
  - D. It shows the actions Ava will take to solve her problem.



5. How do Ava's feelings about having a cell phone change during the story?

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

## Summer Science Experience 2025

### *Reflection Questions*

1. What was your favorite activity and why?

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

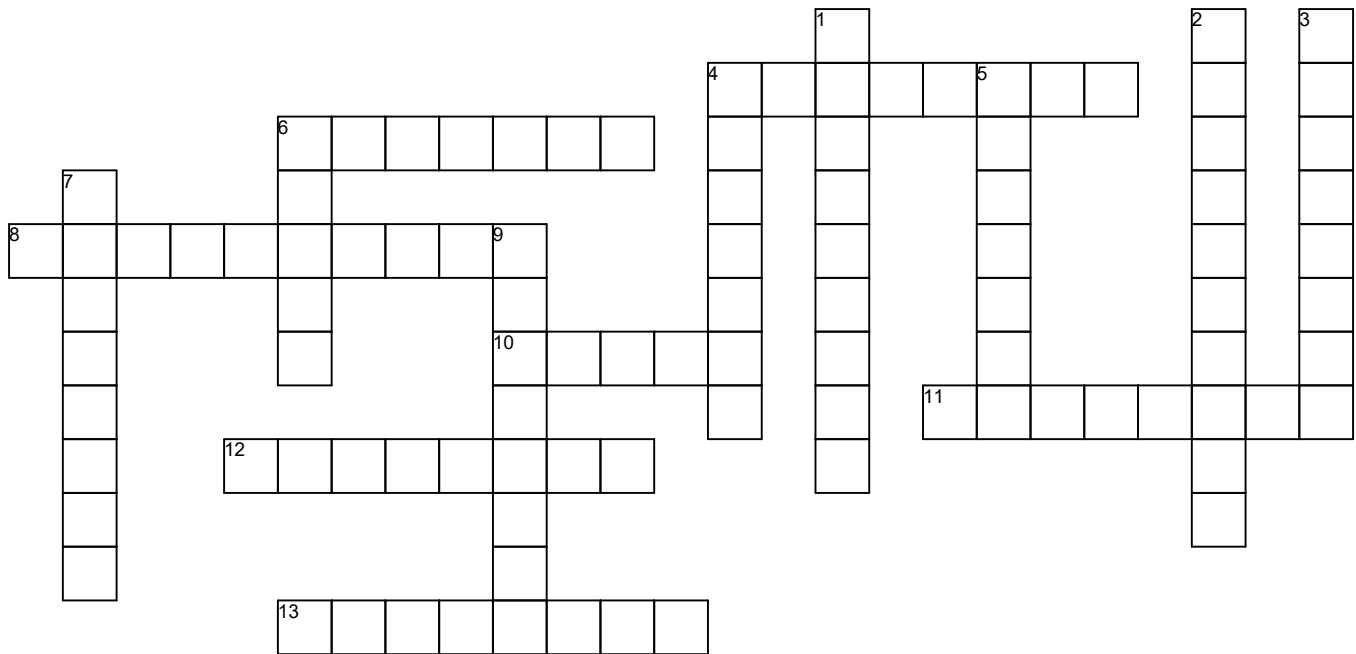
3. Did any activity surprise you? How?

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

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

# 5th Grade Academic Vocabulary Crossword Puzzle 1-1

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



## ACROSS

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

## DOWN

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

conclusion

compare

citation

infer

evidence

argument

contrast

analyze

figurative

interpret

chapter

describe

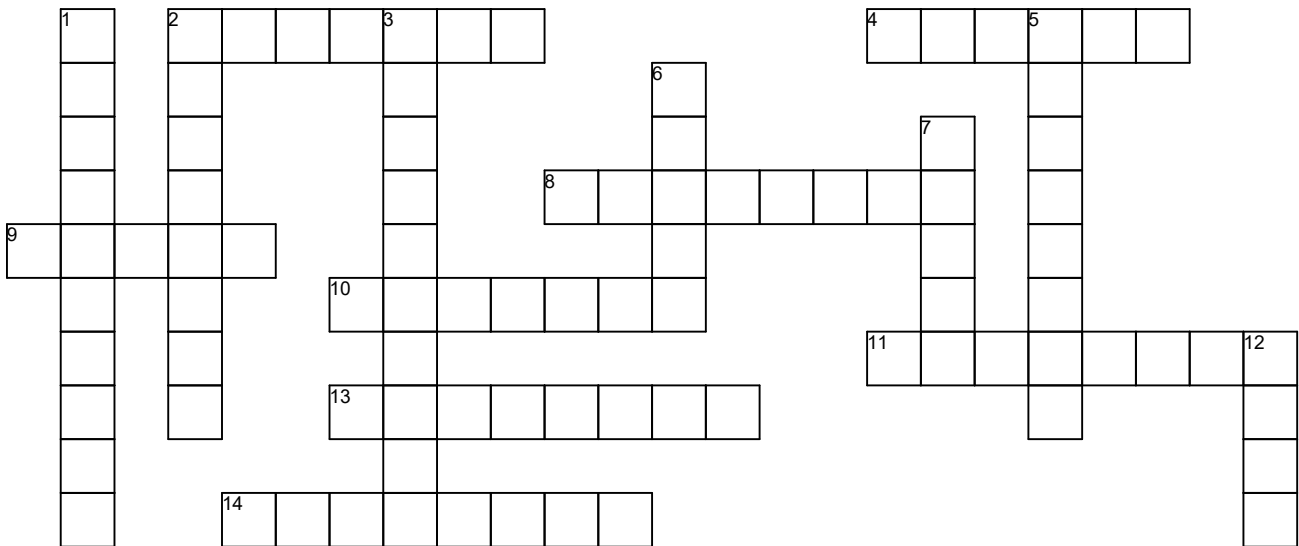
audience

credible

claim

# 5th Grade Academic Vocabulary Crossword Puzzle 1-2

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



## ACROSS

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

## DOWN

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

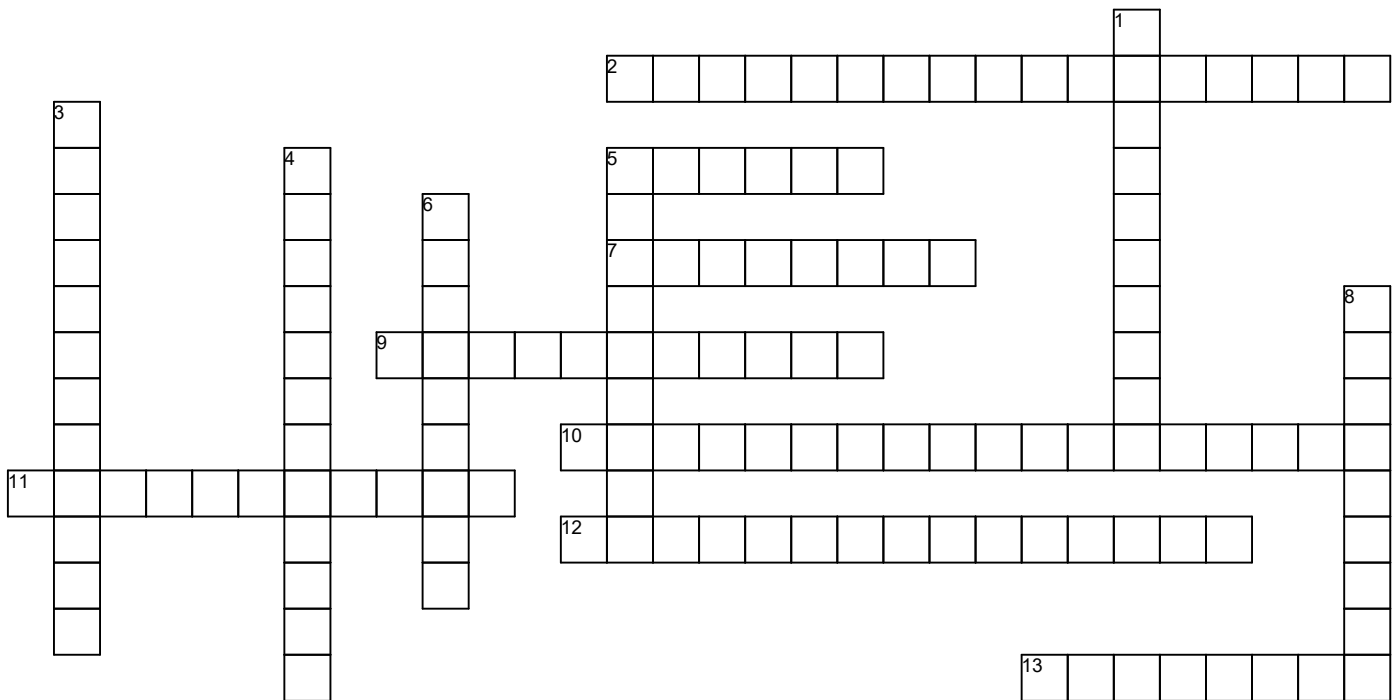
draft  
evaluate  
context  
edit  
credible

audience  
citation  
claim  
detail  
conclusion

contrast  
antagonist  
compare  
genre  
describe

# 5th Grade CCSS Language Arts Terms Crossword Puzzle 1

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



## ACROSS

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

## DOWN

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

alliteration  
supporting details  
anecdote  
denotation

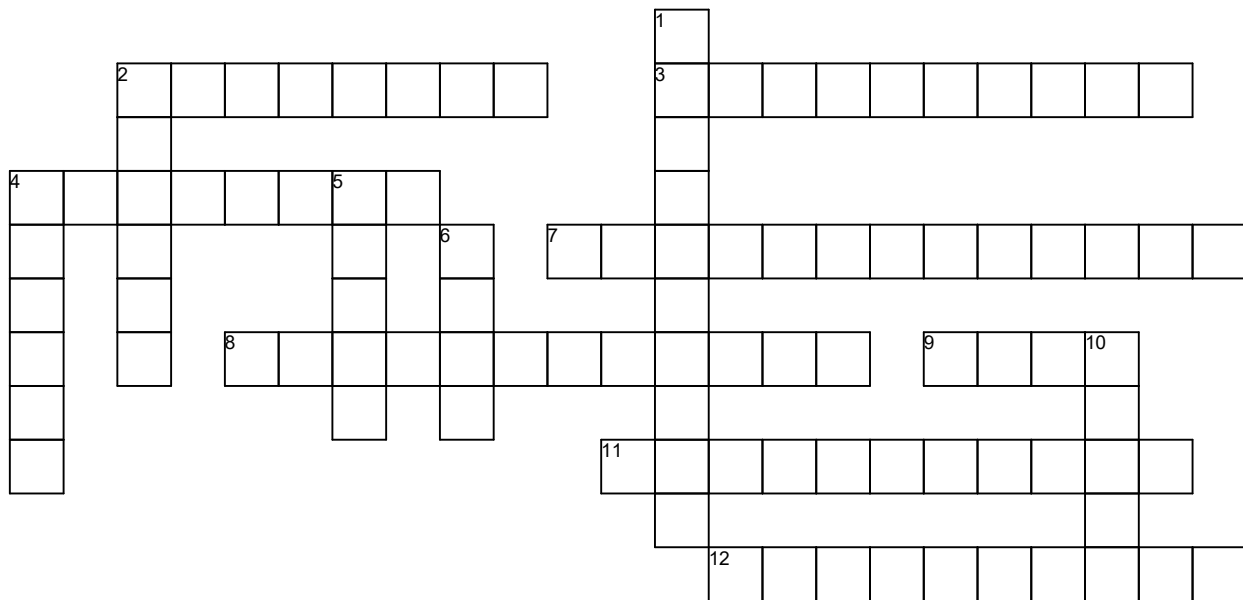
inference  
onomatopoeia  
personification  
summarize

connotation  
figurative language  
hyperbole

central idea  
simile  
metaphor

## 5th Grade CCSS Language Arts Terms Crossword Puzzle 2

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



### ACROSS

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

### DOWN

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

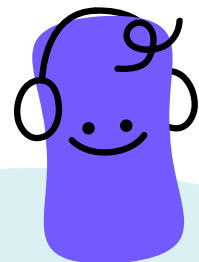
exposition  
resolution  
plot  
conflict

tone  
falling action  
theme  
climax

cause  
point of view  
effect

characters  
rising action  
evidence





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

## HOW YA DOING?

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

### WORD LIST

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

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

### SECRET MESSAGE:

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

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_  
 \_\_\_\_\_!

### Hopes and Dreams Activity Instructions:

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

