

Name _____

5th Grade ELA Summer Learning Packet



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

(Parent Signature)

(Date)

Parents/Guardians please note that this Summer Learning Packet is also available on our website at www.brighterchoice.org under the heading "Remote Learning." All assignments within this packet are to help scholars retain what has been taught the 2020-2021 school year. This packet can be returned at the beginning of next school year for a prize if completed in its entirety. We thank you greatly for your continued support.

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An excerpt from Number the Stars written by Lois Lowry

Why Are You Running?

As they turned to enter their building, both girls looked straight ahead, toward the door. They did it purposely so that they would not catch the eyes of the attention of two more soldiers, who stood with their guns on this corner. Kirsti scurried ahead of them through door, chattering about the picture she was bringing home from kindergarten to show Mama. For Kirsti, the soldiers were simply part of the landscape, something that had always been there, on every corner, as unimportant as lampposts, throughout her remembered life.



“Are you going to tell your mother?” Ellen asked Annemarie as they trudged together up the stairs. “I’m not. My mother would be upset.”

“No, I won’t either. Mama would probably scold me for running on the street.”

She said goodbye to Ellen on the second floor, where Ellen lived, and continued on to the third, practicing in her mind a cheerful greeting for her mother: a smile, a description of today’s spelling test, in which she had done well.

But she was too late. Kirsti had gotten there first.

“And he poked Annemarie’s book bag with his gun, and then he grabbed my hair!” Kirsti was chattering as she took off her sweater in the center of the apartment living room. “But I wasn’t scared. Annemarie was, and Ellen, too. But not me!”

Mrs. Johansen rose quickly from the chair by the window where she’d been sitting. Mrs. Rosen, Ellen’s mother, was there, too, in the opposite chair. They’d been having coffee together, as they did many afternoons. Of course it wasn’t really coffee, though the mothers still called it that: “having coffee.” There had been no real coffee in Copenhagen since the beginning of the Nazi occupation. Not even any real tea. The mothers sipped at hot water flavored with herbs.

“Annemarie, what happened? What is Kirsti talking about?” her mother asked anxiously.

“Where’s Ellen?” Mrs. Rosen had a frightened look.

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“Ellen’s in your apartment. She didn’t realize you were here,” Annemarie explained. “Don’t worry. It wasn’t anything. It was the two soldiers who stand on the corner of Osterbrogade – you’ve seen them; you know the tall one with the long neck, the one who looks like a silly giraffe?” She told her mother and Mrs. Rosen of the incident, the soldiers asking about her grades, and the “giraffe” saying how Kirsti reminded him of his own daughter. She was trying to make it sound humorous and unimportant. But their uneasy looks didn’t change.

“I slapped his hand and shouted at him,” Kirsti announced importantly.

“No, she didn’t, Mama,” Annemarie reassured her mother. “She’s exaggerating, as she always does.”

Mrs. Johansen moved to the window and looked down to the street below. The Copenhagen neighborhood was quiet; it looked the same as always: people coming and going from the shops, children at play, the soldiers on the corner.

She spoke in a low voice to Ellen’s mother. “They must be edgy because of the latest Resistance incidents. Did you read in *De Frie Danske* about the bombings in Hillerod and Norrebro?”

Although she pretended to be absorbed in unpacking her schoolbooks, Annemarie listened, and she knew what her mother was referring to. *De Frie Danske – The Free Danes* – was an illegal newspaper; Peter Neilsen brought it to them occasionally, carefully folded and hidden among ordinary books and papers, and Mama always burned it after she and Papa had read it. But Annemarie heard Mama and Papa talk, sometimes at night, about the news they received that way: news of sabotage against the Nazis, bombs hidden and exploded in the factories that produced war materials, and industrial railroad lines damaged so that the goods couldn’t be transported.

And she knew what Resistance meant. Papa had explained, when she overheard the word and asked. The Resistance fighters were Danish people – no one knew who, because they were very secret – who were determined to bring harm to the Nazis however they could. They damaged the German trucks and cars, and bombed their factories. They were very brave. Sometimes they were caught and killed.

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An excerpt from Number the Stars Written by Lois Lowry

Directions: After reading the excerpt from Number the Stars, answer the following questions.



1. Why did the two girls look straight ahead upon entering their building?
 - a. They were late coming home.
 - b. They didn't want to draw attention from the soldiers.
 - c. They didn't want to be seen by their friends.
 - d. They had forgotten a book for school.

2. *Identify* what "coffee" is in Copenhagen.
 - a. Coffee flavored beverage
 - b. Tea
 - c. Milk with coffee beans
 - d. Not water flavored with herbs

3. Based on the excerpt, give two examples of the Resistance.

4. *Infer* what Annemarie's opinion of the Resistance fighters is?
 - a. Foolish
 - b. Brave
 - c. Happy
 - d. Experienced

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5. What is the name of the illegal paper Annemarie's parents sometimes receive?
 - a. The Nazi Gazette
 - b. De Frie Danske
 - c. Hillerod
 - d. Copenhagen

6. From the excerpt, what happened between Annemarie, Ellen and Kirsti and the soldiers? Use details from the text to help clarify your answer.

7. Why would the soldiers' encounter with the girls be a cause for alarm for Annemarie's mother?

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8. Who would you assume was responsible for making newspapers illegal?
- a. The Nazi Party
 - b. The soldiers
 - c. The school principal
 - d. The editor of the newspaper

9. Describe the conflict in this excerpt. Use key terms and phrases to support your answer.

10. Describe one challenge you can infer Annemarie faces while living in Copenhagen.

11. Based on the excerpt, what year can you infer this story takes place?

- a. 2014
- b. 1857
- c. 1943
- d. 1901

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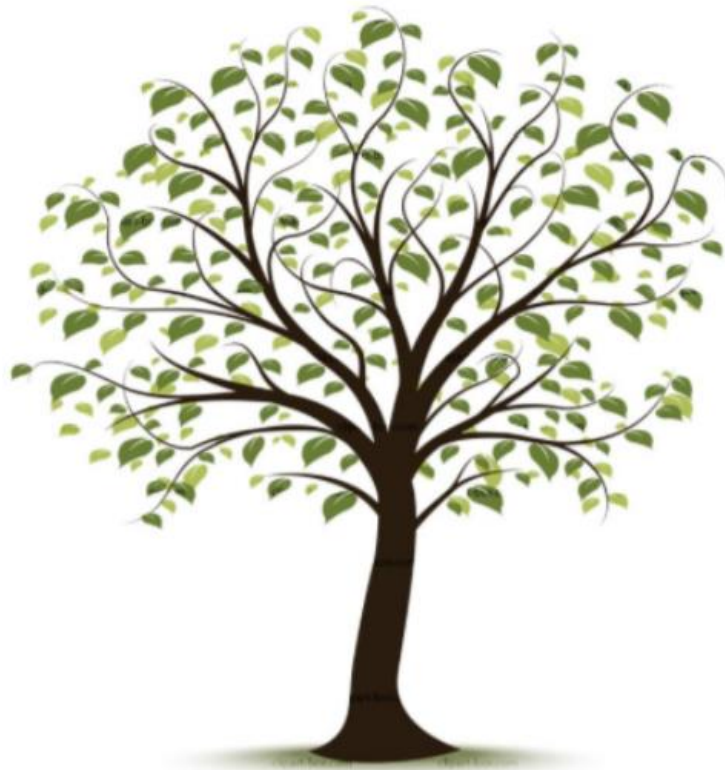
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The Tree written by Bjornstjerne Bjornson

1 The Tree's early leaf buds were bursting their brown;
"Shall I take them away?" said the Frost, sweeping down.
 "No, leave them alone
 Till the blossoms have grown,"
Said the Tree, while he trembled from rootlet to crown.

6 The Tree bore his blossoms, and all the birds sung:
"Shall I take them away?" said the Wind, as he swung,
 "No, leave them alone
 Till the blossoms have grown,"
10 Said the Tree, while his leaflets quivering hung.

 The Tree bore his fruit in the midsummer glow:
 Said the child, "May I gather thy berries now?"
 "Yes, all thou canst see:
14 Take them; all are for thee,"
Said the Tree, while he bent down his laden boughs low.



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Directions: After reading the poem by Bjorrstjerne Bjornson, answer the following questions.



1. *Define* the rhyme scheme within this poem.
 - a. ABBCC
 - b. ABABA
 - c. AABBA
 - d. AACCB

2. *Decipher* the meaning of “leaf buds were bursting their brown.” (Line 1)

3. The first stanza portrays what season?
 - a. Spring
 - b. Summer
 - c. Winter
 - d. Fall

What clues from this stanza helped you draw your conclusion of the season?

4. *Identify* who the tree is saving its “blossoms” for?
 - a. The wind
 - b. The rain
 - c. The animals
 - d. The child
5. You can *infer* that the three stanzas of this poem show the progression of:
 - a. Fruit
 - b. Vegetables
 - c. Acorns
 - d. Leaves

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6. Clarify how the Frost and Wind would “take away” the blossoms from the tree? What evidence from the text leads you to your conclusion?

7. How many lines are in this poem?

- a. 4
- b. 3
- c. 12
- d. 15

8. How many stanzas are in the poem?

- a. 4
- b. 3
- c. 12
- d. 15

9. Define what a stanza is.

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An excerpt from *Toliver's Secret* written by Esther Wood Brady

Grandfather must have lost his wits.

Ellen was sure her grandfather had lost his wits when she saw him slip into the dark kitchen and lock the door with a big key. Without giving his usual cheery greeting he tiptoed to the window and pinned the heavy curtains together with a knitting needle.

“Don’t want anyone peeping in this morning,” he said to Ellen’s mother who was



making bread on a table by the fireplace.

Lights from a small fire on the hearth darted about the big old kitchen. From the dark corner where she sat brushing her hair, Ellen could see light glimmering on a tiny silver box he carried in his hand.

“Is the loaf ready now?” Grandfather whispered to her mother.

Mother’s white cap fluttered up and down, but she did not speak. Very carefully she patted and shaped a small round loaf of bread.

“Well, then, let us go ahead,” Grandfather said as he gingerly placed the silver box on top of the lump of dough.

Ellen stared at the little box. It was his favorite silver snuffbox. She was too surprised to speak when she saw him press the snuffbox into the dough, smooth over the hole that he had made and dust off his hands. His round face had a wide impish smile.

“No one will find it there,” he said gleefully. He stepped back and cocked his head to one side. “Bake it crisp and brown, Abby, with a good strong crust. It has a long way to travel.”

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An excerpt from *Toliver's Secret* written by Esther Wood Brady

Directions: After reading the excerpt from *Toliver's Secret*, answer the following questions.

1. *Explain* what the first sentence tells you about Grandfather.

2. How does the second paragraph portray two sides of the Grandfather's character; his usual personality and what he is doing? Describe the differences.

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3. What does the Grandfather do with the silver box?
- a. Bury it in the backyard.
 - b. Bury it in bread dough.
 - c. Bake it in a pie.
 - d. Give it to Ellen's mother.
4. Which of the following would be a definition for "impish?"
- a. Mischievous
 - b. Horrid
 - c. Unusual
 - d. Enthusiastic

What evidence from the text helped in answering question 4?

5. Give two examples from the text that lead you to think the Grandfather is doing something secretive.

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6. *Infer*, why the Grandfather didn't want anyone "peeping" in through the curtain.

7. *Describe* the setting of this excerpt. What clues from the text help your conclusion of the setting?

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8. *Infer* how Ellen feels when she sees what her grandfather and mother have done.

9. Why is Grandfather gleeful?
- a. He doesn't think anyone will find the snuffbox.
 - b. He likes having time with his family.
 - c. He's just finished baking a loaf of bread.
 - d. He has a secret and doesn't tell Ellen.

10. Where is the bread going?
- a. To the neighbor.
 - b. To a friend's house.
 - c. A long way away.
 - d. Down the street.

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AN EXCERPT FROM THE ONE AND ONLY IVAN

hello

I am Ivan. I am a gorilla.

It's not as easy as it looks.



names

People call me the Freeway Gorilla. The Ape at Exit 8. The One and Only Ivan, Mighty Silverback.

The names are mine, but they're not me. I am Ivan, just Ivan, only Ivan.

Humans waste words. They toss them like banana peels and leave them to rot.

Everyone knows the peels are the best part.

I suppose you think gorillas can't understand you. Of course, you also probably think we can't walk upright.

Try knuckle walking for an hour. You tell me: Which way is more fun?

patience

I've learned to understand human words over the years, but understanding human speech is not the same as understanding humans.

Humans speak too much. They chatter like chimps, crowding the world with their noise even when they have nothing to say.

It took me some time to recognize all those human sounds, to weave words into things. But I was patient.

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Patient is a useful way to be when you're an ape.

Gorillas are as patient as stone. Humans, not so much.

how I look

I used to be a wild gorilla, and I still look the part.

I have a gorilla's shy gaze, a gorilla's sly smile. I wear a snowy saddle of fun, the uniform of a silverback. When the sun warms my back, I cast a gorilla's majestic shadow.

In my size humans see a test of themselves. They hear fighting words on the wind, when all I'm thinking is how the late-day sun reminds me of a ripe nectarine.

I'm mightier than any human, four hundred pounds of pure power. My body looks made for battle. My arms, outstretched, span taller than the tallest human.

My family tree spreads wide as well. I am a great ape, and you are a great ape, and so are chimpanzees and orangutans and bonobos, all of us distant and distrustful cousins.

I know this is troubling.

I know this is troubling.

I too find it hard to believe there is a connection across time and space, linking me to a race of ill-mannered clowns.

Chimps. There's no excuse for them.

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AN EXCERPT FROM THE ONE AND ONLY IVAN

Directions: After reading the excerpt from *The One and Only Ivan*, answer the following questions.

1. *Infer* why people call Ivan the “Freeway Gorilla” or “The Ape at Exit 8?”
 - a. Ivan lives off the freeway.
 - b. Ivan was found on the freeway.
 - c. There’s a billboard at Exit 8 featuring Ivan.
 - d. Exit 8 is where Ivan waits to be rescued.

2. What is meant by “The names are mine, but they’re not me. I am Ivan?”
 - a. Ivan doesn’t like the names.
 - b. Ivan doesn’t think people know his real name.
 - c. The names are only nicknames for Ivan.
 - d. Ivan doesn’t like his name.

3. “They toss them like banana peels...” is what type of figurative language?
 - a. Metaphor
 - b. Personification
 - c. Simile
 - d. Symbol

4. What isn’t the same as understanding human speech?
 - a. Understanding humans
 - b. Understanding emotions
 - c. Understanding chimps
 - d. Understanding signs

5. Find a synonym for “majestic.”
 - a. Silverback
 - b. Imposing
 - c. Infinite
 - d. Infinitesimal

6. Why would humans hear fighting words?
 - a. Because Ivan is scary.
 - b. Because Ivan is a gorilla.
 - c. Because Ivan is so big.
 - d. Because Ivan is mean.

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7. *Characterize* Ivan. Use details from the text to support your answer.

8. Draw Ivan.

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9. Which characteristic best describes Ivan?

- a. Angry
- b. Fearsome
- c. Tolerant
- d. Sarcastic

What details led you to your answer?

10. *Identify* who are considered “ill-mannered clowns?”

- a. Humans
- b. Apes
- c. Chimps
- d. Clowns

11. *Explain* Ivan’s patience. Use details from the text to support your answer.

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12. How does Ivan feel about humans? Use exact words and phrases from the text to support your answer.

13. How do you feel about gorillas? Would Ivan be an attraction you would want to see? Explain your answer.

Cloud Formations

Have you ever looked up at the sky and thought about the clouds? What are they made of? Why do they seem so fluffy? Clouds are actually masses of tiny, visible water droplets or ice crystals. The droplets are so miniscule and light as a feather that they float in the air. This is what makes up the clouds you see everyday.

How are Clouds Formed?

Clouds are formed with billions of droplets of water combine in a large collection. All air contains water particles. Near the ground the water particles take the form of an

invisible gas called water vapor.

Warm air, rising from the ground, expands and cools in the atmosphere, but the cool air can't hold much water vapor and some of it escapes. The vapor that escapes combines with dust particles in the air and forms a tiny water droplet around the dust particle. When billions of droplets combine, we see a cloud.

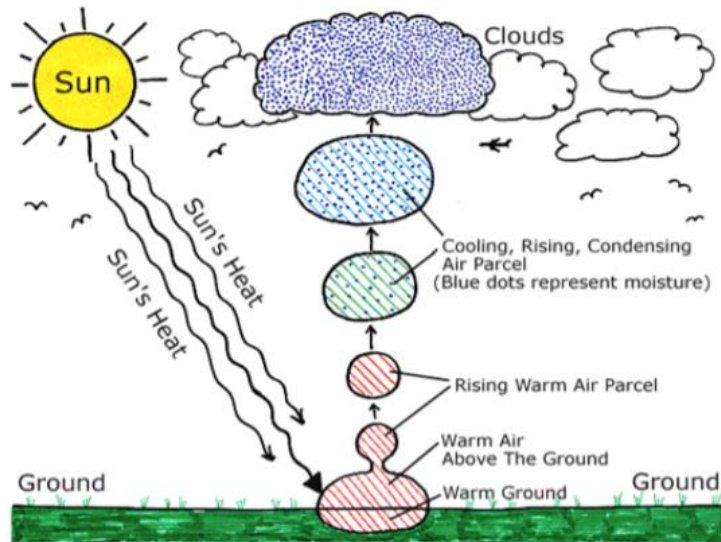


Diagram 1

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Types of Clouds

Cirrus clouds are the most common type of cloud. They are thin and usually made of ice. They are wispy and feather like which is a result of high winds blowing them into long streamers. Cirrus clouds are always white and predict pleasant, beautiful weather. Cirrus clouds are also good at predicting what type of weather is coming. Cirrus clouds usually mean a weather change within 24 hours.

Cirrocumulus clouds are very organized. They are seen as small, round, puffs appearing in long rows. These clouds are usually found in the wintertime and mean good

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but very cold weather. These clouds are often found in the tropics though, and usually indicate an approaching hurricane.

Altostratus clouds are lower flying clouds that usually cover the entire sky. They are mostly gray or bluish-gray clouds that meteorologists proclaim as “partly cloudy.” Altostratus clouds often form ahead of storms with lots of rain or snow.

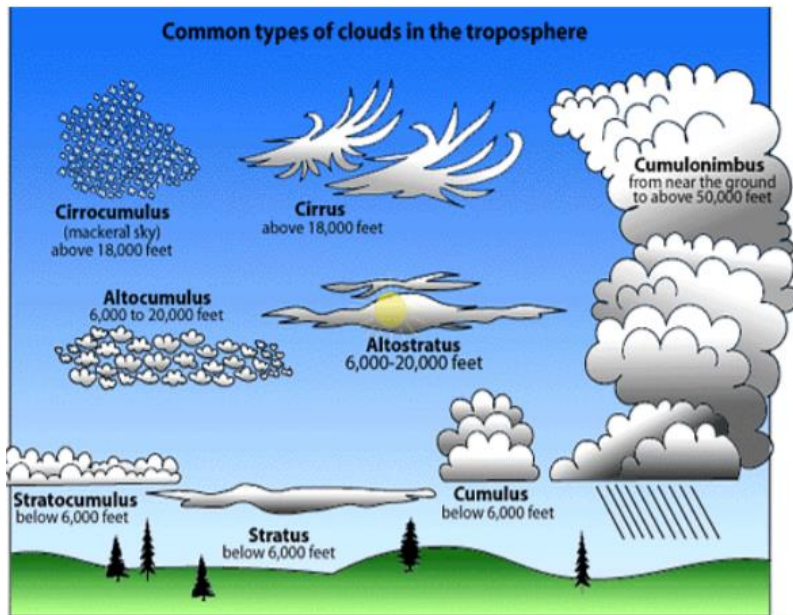
Altostratus clouds are also a low flying cloud that form in groups. These gray clouds are a sign of thunderstorms, especially on warm, humid mornings.

Stratus clouds are the gray or black clouds that completely blanket the sky. They are the fog that never reaches the ground level. Light mist, or a drizzle sometimes falls from these clouds.

Stratocumulus clouds are fluffy and dark as well. Most stratocumulus clouds form in rows with blue sky visible between them. These are not rain clouds, though they can turn into nimbostratus clouds.

Cumulus clouds the white, fluffy, pillow clouds that look like pieces of cotton floating across the sky. Cumulus clouds are mostly seen on calm weather days, but watch out; these clouds grow upward, and they can develop into cumulonimbus clouds very quickly.

Cumulonimbus clouds are thunderheads. These thunderstorm clouds can



produce high winds, heavy rain, snow, hail, lightning and even tornadoes if the temperature is right.

Whatever the type of cloud, be sure to carry an umbrella with you, for it keeps off the sun as well as the rain!

Diagram 2

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Cloud Formations

Directions: After reading the article on clouds, answer the following questions.

1. *Explain* what makes up a cloud.

2. *Identify a synonym* for *miniscule*.

- a. Large
- b. Obese
- c. Connect
- d. Tiny

3. *Identify* what element air contains.

- a. Water vapor
- b. Water particles
- c. Clouds
- d. Dust particles

4. What is the invisible gas called that water particles form near the ground level?

- a. Water mist
- b. Water vapor
- c. Water particles
- d. Clouds

5. Which type of cloud is the most common?

- a. Cirrus
- b. Altostratus
- c. Stratus
- d. Stratocumulus

6. *Identify* what a *meteorologist* is.

- a. Someone who studies the sky.
- b. Someone who studies the weather.
- c. Someone who studies the air.
- d. Someone who studies the clouds.

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7. Which type of cloud do meteorologists consider a day to be “partly cloudy?”
- a. Cirrus
 - b. Stratus
 - c. Altostratus
 - d. Cumulus

8. The cloud that is “fog that never reaches the ground level” is which of the following?
- a. Altostratus
 - b. Stratocumulus
 - c. Cirrus
 - d. Stratus

9. Which types of clouds are dark, though not rain clouds, and blue sky is seen between them?
- a. Stratocumulus
 - b. Cumulonimbus
 - c. Altostratus
 - d. Cirrus

10. *Identify* which of the following characteristics would relate to a *cumulonimbus* cloud.
- a. Streamer like
 - b. Dark clouds with blue sky between
 - c. Dark and stormy
 - d. White and fluffy

11. How does **Diagram 2** help clarify the different types of clouds?

12. What are the two purposes for an umbrella?
- a. To keep off the rain and sun.
 - b. To use as a walking stick and keep off the rain.
 - c. To carry and use as a walking stick.
 - d. To keep off the sun and bugs.

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13. *Identify* the overall structure of this article. Use details from the text to help in your answer.

14. Choose two types of clouds. Compare and contrast them. Be sure to include at least 3 comparisons and 3 differences. Use the article to assist in your answer.

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15. Draw your own cloud diagram, as modeled in Diagram 1. In your diagram be sure to label the following: water vapor, warm air, rising air, dust particles, water droplets, cloud.

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Sandcastles

Have you ever filled a bucket full of sand at the beach, turned it over and slowly lifted the bucket? What did you get? A sand tower right? And it was beautiful! You could make three of them in a row and have a sandcastle; it was the highlight of being at the beach. But all too soon the water would come and rinse it away and you'd get to start all over.

But what if you built a sandcastle that wouldn't get washed away, or rather, if it did, you would lose out on a Guinness World Record? This is exactly what Ed Jarrett did on October 29, 2013. He built the world's tallest sandcastle for the FOURTH time. His "Sandy Castle" (seen at left) stood at 38 feet, 2 inches tall on Jenkinson's Beach in Point Pleasant, New Jersey.

The first time Ed Jarrett erected the tallest castle in the world, it was 2003 and the castle stood at 29 feet, 4 inches. The dome-like sand castle had windows, a drawbridge, lion figures protecting an intricately carved gate, with a pointed tower and balcony, but



Jarrett was not satisfied.

In 2007, Jarrett broke his own record and sculpted "Castle to the Sun" in Casco, Maine. This castle stood at 31 feet, 6 inches. It took 4 dump truck loads of sand to complete and over 1,000 people volunteered to help pat the sand. This castle had pointed guard towers, rounded windows, tunnels, and looked like a city built on a hill.

But Jarrett still thought he could go higher.

In the spring of 2011, Ed Jarrett again broke his record. The sandcastle was a record 37 feet, 10 inches. The castle had a rock pattern as the base

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and a balcony. Jarrett could actually *sit* on the balcony. Above the balcony rose windows, and spires, canopies, and towers. It all came to the center where a skeleton like figure, with no head, sat holding a snake. Above the figure rose the last spire wrapped in a flag.

The drawbridge was created down with huge chains coiled around by snakes. The doors to the castle (oh yes there are doors!) were designed to look like wood with lions' head door-knockers. The left door actually stands open. Finally, two huge lions lay in wait; one on either side of the entrance to the castle, next to the drawbridge. All made of sand! (Picture at right)



Ed Jarrett was proud of this masterpiece. But one thing remained; he thought he could go higher!

When hurricane Sandy devastated the eastern part of New Jersey, Jarrett saw his opportunity. With all donations and proceeds from the public going to the local residents and businesses affected by Superstorm Sandy, Jarrett began building his tallest sandcastle yet. His goal was to reach 50 feet.

On the New Jersey shore, Jarrett attempted his feat. Over 4,500 volunteers assisted in packing the sandcastle and cheering on Jarrett as he sculpted and created his masterpiece. Though he did not reach 50 feet, he did accomplish 38 feet, 2 inches, which, on October 29, 2013 became the tallest sandcastle ever created.

Who knows; maybe he'll try again to reach his 50 feet goal!

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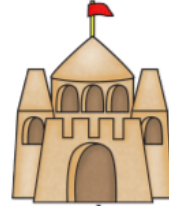
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Sandcastles

Directions: After reading the article on Ed Jarrett and his sandcastles, answer the following questions.

1. Identify the artist who creates the sandcastle masterpieces?

- a. Ed Jarrett
- b. Sandy Jarrett
- c. Randy Jarrett
- d. Kim Jarrett



2. Based on the text, which of the following is the best definition for the term *erected*.

- a. To build up.
- b. To tear down.
- c. To design.
- d. To sculpt.

3. Which of the following would you infer is a characteristic of Ed Jarrett?

- a. Intolerant
- b. Stubborn
- c. Lazy
- d. Goal driven

4. What is Jarrett's goal?

- a. 25 feet
- b. 40 feet
- c. 50 feet
- d. 37 feet

5. In what year did Jarrett build the first tallest sand castle?

- a. 2001
- b. 1998
- c. 2002
- d. 2003

6. How many times has Jarrett built the "tallest sandcastle?"

- a. 2
- b. 4
- c. 5
- d. 7

7. What is meant by the phrase, "On the New Jersey shore, Jarrett attempted his feat?"

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8. Which of the following would be a relevant term for what Ed Jarrett does?
- a. A sculptor
 - b. An artist
 - c. A surfer
 - d. An archaeologist
9. How did hurricane Sandy contribute to the building of Jarrett's last sandcastle? Use details from the text to support your answer.

10. *Describe* how Ed Jarrett would feel after making one of his master sandcastles. Use details from the text to support your answer.

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11. Create a summary of this article. Explain how two of the key details in the article support the main idea.

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Penguins

Penguins are an aquatic species of flightless birds that live exclusively in the Southern Hemisphere; more specifically, Antarctica. They are recognizable by their “formal” attire and specific “waddle.” While the coloring of all penguins are the same, specific features do set the different species apart; a dash of yellow, a



hooked bill, height, and feathers are only some of the minor adjustments penguin families have to distinguish one from

another. Besides its coloring, a penguin’s body is designed solely for swimming; narrowing at both ends of the body for hydrodynamics, their paddle-like wings for gliding through the water, and their web-shaped feet.

To survive in their sub-zero environment, penguins’ bodies are insulated with a thick layer of blubber covered with feathers. These feathers are short, slick, and waterproof for gliding through water, sliding on ice, and protection. Penguins shed their feathers and grow new ones every year.

The largest penguin is the Emperor penguin and the smallest penguin is called the Fairy penguin, also known as the Blue penguin. There are only 17 species of penguins on earth; thirteen of them are considered to be endangered, and four are on the brink of extinction. The most common threat to these birds is man; encroaching on their habitats as well as mammalian predators, dogs, cats, and other animals that humans have introduced to the penguins’ environment. Commercial fishing and oil dumping are also two contributing factors to the downfall of the penguin population.



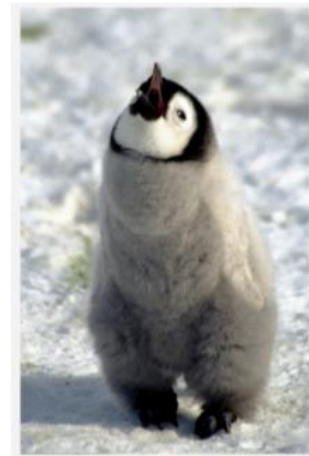
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Penguins only eat seafood. Krill, squid and various fish are among the diet, but while penguins do not have teeth, they swallow their prey whole and let their stomach acid breakdown the food. Pointy beaks for catching prey and oddly textured tongues help to hold the food while eating.

A penguins' environment is almost strictly in Antarctica, New Zealand and the southern-most tips of South America and Africa. The exceptions are the Galapagos penguins that dwell on the islands near the equator. The majority of penguins, however, live on the ice and waters of the cold temperatures.



Spending nearly 75% of their lives in water, penguins tend to choose remote islands and secluded ice-islands in which to raise their families, away from the threats of mainland and predators. Penguins are very social birds and feed, nest and swim in groups or large rookeries. These groups can include thousands of penguins at a time that communicate extremely effectively. Penguins' communication is through a variety of different sounds, calls, and tones. They can identify different penguins based on the different frequency they use, specifically their mates. A penguin colony works together to care for the young, watch for predators, and live together, in doing so, a colony has its own specific warning calls, and "language" for entertainment, danger, or for just being social.

Most penguins are fun and playful birds. They enjoy swimming, sliding on ice and spending their days in the company of their colonies. There is no doubt why penguins are one of the most publicized species and why kids and adults find them so fascinating.



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Penguins

Directions: After reading the excerpt on penguins, answer the following questions.



1. *Identify* what is meant by “aquatic.”
 - a. Marine
 - b. Land
 - c. Air
 - d. Submarine

2. A continent located in the southern hemisphere, according to the text is:
 - a. South America
 - b. North America
 - c. Australia
 - d. Antarctica

3. Which of the following does not help with a penguin’s ability to swim?
 - a. Tapered body
 - b. Feathers
 - c. Hooked bill
 - d. Paddle-like wings

4. *Identify* the largest type of penguin.
 - a. Galapagos penguin
 - b. Antarctica penguin
 - c. Fairy penguin
 - d. Emperor penguin

5. Draw a penguin in his “formal” attire.

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6. *Identify* three characteristics that distinguish different penguins.

7. What is a penguin's body designed for?

- a. Eating
- b. Gliding
- c. Swimming
- d. Flying

8. *Identify* three uses for a penguin's feathers.

9. Identify the penguin that is the exception to cold weather atmosphere?

- a. Emperor Penguin
- b. Fairy Penguin
- c. Galapagos Penguin
- d. Warm Penguin

10. What do you think is meant by the phrase "most publicized species?" Give an example of how penguins have been publicized. (hint: movies, books, tv shows)

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11. Describe a penguin's lifestyle. In your answer be sure to include the following: a penguin's habitat, their diet, predators and dangers, language, and rookeries. Use key details from the text to support your answer.

12. Describe the **author's purpose** in this article. Do you think they accomplished their purpose? Explain your answer.

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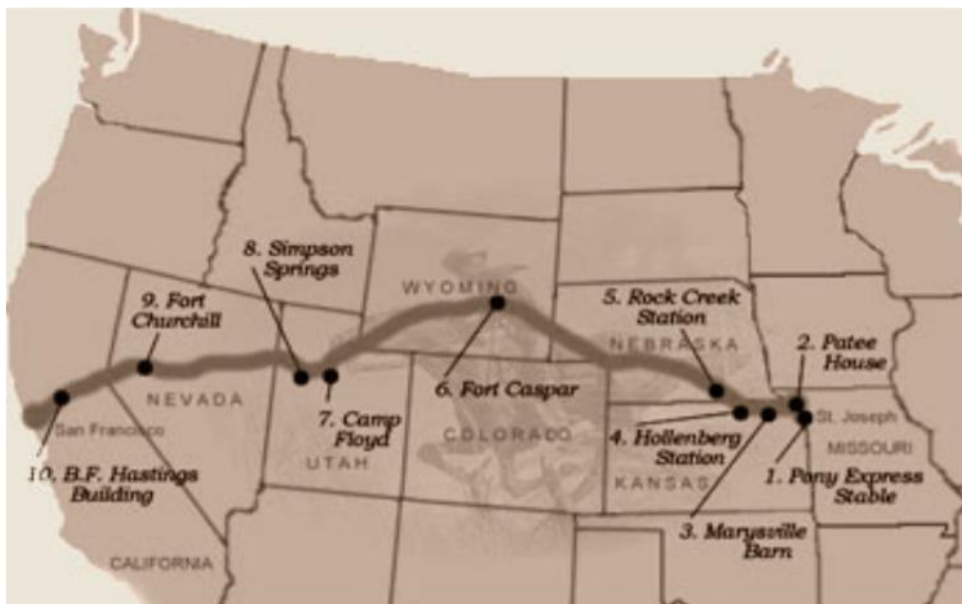
THE PONY EXPRESS

The Pony Express was founded by William H. Russell and Alexander Majors as a way of faster communication from Missouri to California. At the time the Pony Express was needed, the United States did not own the states of Wyoming, Colorado, Nebraska, and Utah, but California, to the West, was part of the country and with the threat of a Civil War, communication was needed to link California to the rest of the country.



The Pony Express consisted of relays of men on horseback carrying saddlebags of mail across a 2000- mile trail. Covered wagons, individual riders, teams of riders, were all used in order to get correspondences and packages from person to person, from East to West and back again.

On April 3, 1860, riders left simultaneously from St. Joseph, Missouri and Sacramento, California to meet and exchange the first ever mail delivery. Pony riders were expected to cover about 250 miles in a 24-hour day thus making the trip from Missouri to California in just under 10 days. Every rider had a specific section to cover. They would ride their part of the trail, exchange mail and carry it back to their home station.



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Eventually, the Pony Express had 150 stations, 80 riders and between 400-500 horses. The long and arduous routes were hazardous with bandits, mountain passes, rocky terrain, and harsh weather, but only one mail delivery was ever lost.

The stations and station keepers were vital to the survival of the Pony Express, making sure all letters and packages were going East or West, with the right pony rider, and that everything transferred smoothly.

The service of the Pony Express lasted only 19 months, until October 24, 1861. At this time, the Pacific Telegraph line was created and it ended the need for the Pony Express' existence. Though the Pony Express was an effective means of communication during the Civil War, it eventually led to bankruptcy for its founders.

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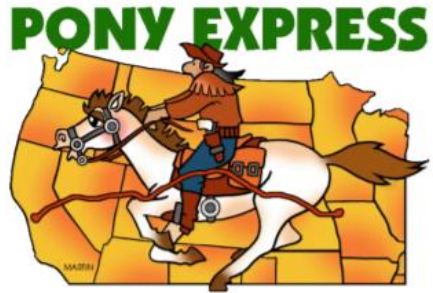
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THE PONY EXPRESS

Directions: After reading the passage on the Pony Express, answer the following questions.

1. State the purpose of the Pony Express.
 - a. Telegraph transmission
 - b. Mail courier
 - c. Railroad work
 - d. Horse training

2. Identify the date the first Pony Riders ran.
 - a. April 3, 2014
 - b. April 3, 1860
 - c. June 2014
 - d. October 24, 1861



3. Explain how the Pony Express operated. Use details from the text to support your answer.

4. Explain how the station and station keepers were important to the Pony Express.

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5. State a **synonym** for “arduous.”

- a. Hard
- b. Easy
- c. Misshapen
- d. Loud

6. *Infer* why the Pony Express only travelled from Missouri to California. Why wouldn't it have travelled from Missouri eastward? (hint: The east was an established part of the U.S.)

7. *Explain* how the Pony Express icon (Illustration 1) symbolizes the Pony Express.

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8. What would *infer* the “pacific telegraph” was?
- a. A method of writing letters.
 - b. A method of communicating through a wire (as a telephone).
 - c. A method of communicating through sending messages by train.
 - d. A method of visiting family and friends in order to carry letters.
9. The term “vital” could be replaced by:
- a. Surprised
 - b. Important
 - c. Relished
 - d. Hard working
10. Why did the Pony Express only last 19 months?
- a. The Pacific Telegraph was created.
 - b. Another company took over the Pony Express.
 - c. There was no need for mail delivery anymore.
 - d. The Pony Express didn’t want to continue.
11. According to the map, where did the Pony Express begin in the East?
- a. Rock Creek Station
 - b. Pony Express Stable
 - c. B.F. Hastings Building
 - d. Fort Caspar
- c. Camp Floyd
 - d. Patee House
13. According to the map, how many stations were in Utah?
- a. 1
 - b. 2
 - c. 3
 - d. 4
14. Identify the Pony Express stations a rider would go through to get from Simpson Springs to Patee House.

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15. *Describe* how the map helps clarify the Pony Express.

16. Would a compass rose benefit this map? Explain your answer.

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Garfield

Garfield is known as the fat, orange cat that graces the comic pages around the world. But where did this obese, striped cat make his start? How could a cat be so influential over the years?

In June of 1978, cartoonist Jim Davis sat down and drew his first comic strip of the selfish, silly cat. Combining his *sparkling* personality with his love of lasagna, coffee, and smacking spiders, Garfield was an instant hit. The *Garfield* comic strip began in 41 U.S. newspapers.



In 1979 the *Garfield* comic grew. Garfield's humor was met with chuckles and smiles. The comic focused on making fun of Garfield's human, John, the sweet but dumb dog, Odie, eating, laziness, and joking on everyday activities.



In 1980, *Garfield at Large* was published as Jim Davis's first book. It hit the number one spot on the *New York Times* bestsellers. Soon two other books were written, *Garfield Gains Weight* and *Garfield Bigger Than Life*. It was with the second book that Garfield

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began to change. Looking more the part of an arrogant cat, however, his reasons for arrogance were justified.

In 1982 *Garfield* appeared in over 1,000 newspapers and the Paws Corporation was created.



By 1984, *Garfield* had become a world-wide sensation. Translated into 22 different languages, a popular TV show, and the winner of an Emmy Award, Garfield became the most popular and talked about cat in the world.

In 1990, Garfield had four seasons of their hit TV show, a musical CD, and had participated in the Macy's Day and Rose Bowl parades. Everyone knew the smiling orange cat.

Soon, Garfield was placed into the Guinness World Records for being the most syndicated, or published work, for a comic strip.

Garfield continues to grace the television screen, the movie screen, the bookstores, newspapers and is still the most famous cat in the world!



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Garfield

Directions: After reading *Garfield*, answer the following questions.

1. Why is the term *sparkling* in italics.
 - a. It is emphasized.
 - b. It shows sarcasm.
 - c. The term needs to be defined.
 - d. It states Garfield's personality.

2. Identify a **similar phrase** for graces.
 - a. Is found in...
 - b. Is hidden from...
 - c. Has been known to...
 - d. Is seen as...

3. Which of the following is **not** a characteristic of Garfield.
 - a. Obese
 - b. Likes lasagna
 - c. Striped
 - d. Brown

4. What was the *Garfield* comic strip met with?
 - a. Smiles
 - b. Cries
 - c. Anger
 - d. Confusion

5. How many seasons does the *Garfield* TV show have?
 - a. 3
 - b. 5
 - c. 6
 - d. 4

6. According to the article, what is the meaning of the term "syndicated?"

7. Why would Garfield be "justified" for begin arrogant?
 - a. He was known world-wide.
 - b. No one cared about the orange cat.
 - c. He was on TV.
 - d. He was featured in four books.

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8. State the name of the first Garfield book.

- a. *Garfield at Large*
- b. *Garfield Gains Weight*
- c. *Garfield Bigger Than Life*
- d. *Paws*

9. Identify who Odie is.

10. *Identify* why Garfield was so popular. Use details from the text to support your answer.

11. What is the name of the Garfield Company?

- a. Garfield at Large
- b. Paws
- c. Garfield and Odie
- d. Garfield Bigger Than Life

12. What is meant by the phrase "Garfield continues to grace the television screen..."

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13. Describe how the Garfield character changed in the three comic strips from this article?

14. *State* the **main idea** of this article and two key ideas that support the main idea.

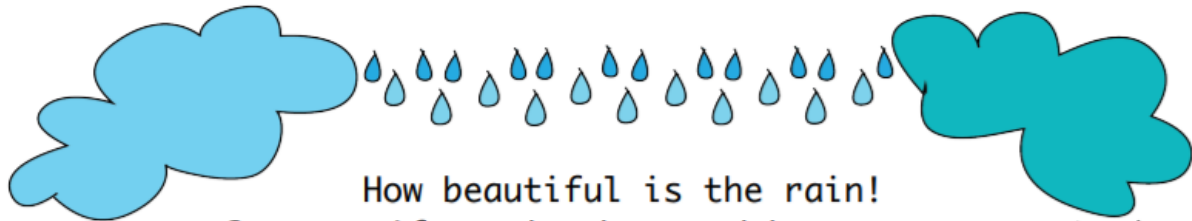
15. How is this article organized?

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Rain in Summer written by Henry W. Longfellow



2- How beautiful is the rain!
After the dust and heat,
In the broad and fiery street,
In the narrow lane,
How beautiful is the rain!

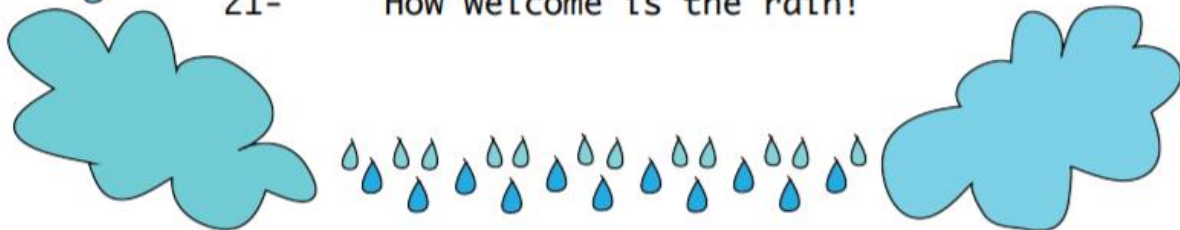
6- How it clatters along the roofs,
Like the tramp of hoofs!
How it gushes and struggles out
From the throat of the overflowing spout!

10- Across the window pane
It pours and pours;
And swift and wide,
With a muddy tide,
Like a river down the gutter roars

15- The rain, the welcome rain!

In the country, on every side,
Where far and wide,
Like a leopard's tawny and spotted hide,
Stretches the plain,

To the dry grass and the drier grain
21- How welcome is the rain!



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***Rain in Summer* Written by Henry W. Longfellow**



Directions: After reading the poem *Rain in Summer*, answer the following questions.

1. After reading the first stanza, describe the image that is brought to mind.

2. "How it clatters along the roofs, like the tramp of hoofs," (Line 6-7) is what form of figurative language?
- a. Metaphor
 - b. Simile
 - c. Personification
 - d. Symbol
3. How many lines are in the poem?
- a. 4
 - b. 6
 - c. 22
 - d. 21
4. What part of the spout is overflowing?
- a. The neck.
 - b. The throat.
 - c. The faucet.
 - d. The tub.
5. According to the poem, what two things are welcoming the rain on the plain?
- a. Grass and grain
 - b. Fire and water
 - c. Street and dust
 - d. Heat and flame

What stanza is this answer found in? What lines?

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6. Find a simile within the poem. Write the simile. What two things is the simile comparing?

7. Which of the following would be an accurate description of the rain?
- a. A heavy rain that drenches everything.
 - b. A light mist of a rain.
 - c. A drizzle rain that stops quickly.
 - d. A thunderstorm that is unwelcome because everything is already wet.

8. According to the poem, why is the rain so welcome?

9. Construct a pros summary of this poem.

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10.



How does the above image portray the poem? Use details from the poem to support your answer.
