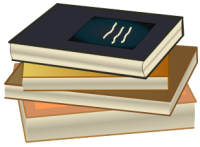


Grade 5 Learning Packet

Thank you for continuing your child's education. To help support you in continuing their education, we have put together this optional resource for your use.

Gracias por continuar con la educación de su hijo. Para apoyarlo con esta tarea, ponemos a su disposición este recurso opcional



4th and 5th Grade Reading Log

Read at least 30 minutes daily each day and write a summary of what you read.

Book Title: _____

Pages Read: _____ to _____

Summary: _____

Book Title: _____

Pages Read: _____ to _____

Summary: _____

Book Title: _____

Pages Read: _____ to _____

Summary: _____

Book Title: _____

Pages Read: _____ to _____

Summary: _____

Book Title: _____

Pages Read: _____ to _____

Summary: _____

Book Title: _____

Pages Read: _____ to _____

Summary: _____

Book Title: _____

Pages Read: _____ to _____

Summary: _____

4th and 5th Grade Journal Prompts

Journal [Thursday, March 19, 2020](#)

We suddenly had this week off from school. Describe the best and worst parts of having these days off. Use details so it shows how much you enjoyed or did not enjoy the experience. Make it interesting.

Journal [Friday, March 20, 2020](#)

The Golden Rule means to treat people how they would like to be treated. It sounds so easy to understand, so why don't more people practice it? Why don't more people practice it at school? In society?

Journal [Wednesday, March 25, 2020](#)

When you get home from school, what do you usually do until dinner? TV? Video game? HW? Play outside? OTHER? Be descriptive.

Journal [Thursday, March 26, 2020](#)

What would it be like to be an only child? What would it be like to have six sisters? Or six brothers? Is it best to be the oldest, youngest, or middle child? Explain.

Journal [7 Friday, March 27, 2020](#)

Think about your typical weekend. Then imagine your “perfect” weekend. What would it be like? EXPLAIN and be realistic.

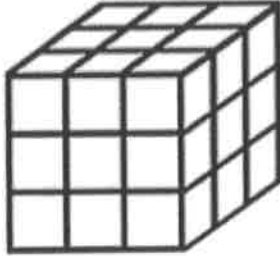
Name _____

Date _____

Week 1 Homework - Trimester 2

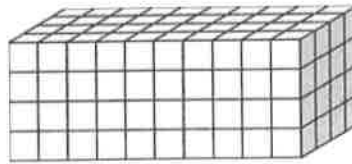
Monday – Find the volume of each figure.

1.



Volume = _____

2.



Volume = _____

3.



Volume = _____

4. A bathtub in the shape of a rectangular prism is 20 meters long, 10 meters wide, and 2 meters deep. How much water can the bathtub hold?

5. A cooler has a length of 25 inches, a width of 19 inches, and a height of 15 inches. Tim is going to use ice that is one cubic inch each. How many cubic inches of ice would the cooler hold if the ice were packed with no overlaps and no gaps?

Tuesday – Solve.

$$\begin{array}{r} 1. \quad 301 \\ \times \quad 47 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 429 \\ \times \quad 64 \\ \hline \end{array}$$

3. A school bought 200 boxes of computer paper for the computer lab. Each box had 336 sheets of paper inside it. How much paper did they buy in total?

Name _____

Date _____

Wednesday – Solve.

1. $7,230 \div 30$

2. $6,496 \div 56$

3. Jerry is trying to earn 235 dollars for some new video games. If he charges 47 dollars to mow a lawn, how many lawns will he need to mow to earn the money?

Thursday

Simplify each expression.

1. $36 \div 6 \times 3 + (7 - 2)$

2. $7 \times 4 + (13 - 5)$

3. $[(10 - 3) + 9] \times 2$

4. $23 \times 2 - 16 \div 4$

Write the expression. Then simplify.

5. Eighteen less than the product of six and seven.

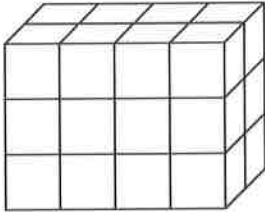
Name _____

Date _____

Week 2 Homework - Trimester 2

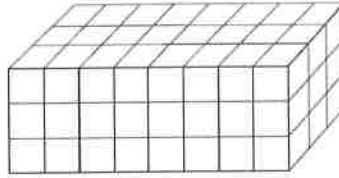
Monday – Find the volume of each figure.

1.



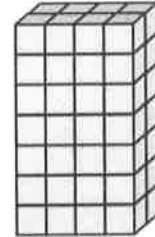
Volume = _____

2.



Volume = _____

3.



Volume = _____

4. The town provides rectangular recycling bins to each household. The height of the bin is 16 in., the width is 12 in., and the length is 20 in. What is the volume of newspapers the recycling bin can hold?

5. What is the volume of the storage space in a truck with a bed that is 15 feet high, 30 feet long, and 12 feet wide?

Tuesday – Solve.

$$\begin{array}{r} 1. \quad 8 \ 2 \ 4 \\ \times \quad 6 \ 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 5 \ 6 \ 6 \\ \times \quad 6 \ 9 \\ \hline \end{array}$$

3. A cruise ship compartment can hold 101 pieces of luggage. If a ship had 595 compartments, how many pieces of luggage can it hold?

Name _____

Date _____

Wednesday – Solve.

1. $4,928 \div 16$

2. $5,694 \div 39$

3. A company had 41 employees and ordered 984 uniforms for them. If they wanted to give each employee the same number of uniforms, how many uniforms would each employee get?

Thursday

Simplify each expression.

1. $4 + (12 - 5) \times 5$

2. $(9 + 2) \times (7 + 3)$

3. $(94 \div 2) - 23$

4. $(2 + 4 + 9) - 8$

Write the expression. Then simplify.

5. Ten more than the difference of eight and six.

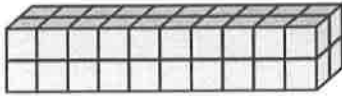
Name _____

Date _____

Week 3 Homework - Trimester 2

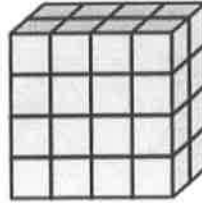
Monday – Find the volume of each figure.

1.



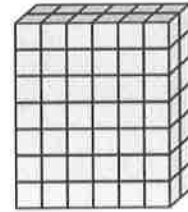
Volume = _____

2.



Volume = _____

3.



Volume = _____

4. Olympic swimmers compete in a pool with required dimensions of 25 meters by 50 meters by 2 meters. What is the volume of the Olympic-sized pool?

5. Felipe drives a standard-sized dump truck. The dimensions of the bed of the truck are 15 feet long, 8 feet wide, and 6 feet tall. What is the volume of the bed of the dump truck?

Tuesday – Solve.

$$\begin{array}{r} 1. \quad 8 \ 1 \ 4 \\ \times \quad 2 \ 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 8 \ 2 \ 4 \\ \times \quad 1 \ 4 \\ \hline \end{array}$$

3. Luke was collecting cans for recycling. In 5 months he had collected 988 bags with 253 cans inside each bag. How many cans did he have in total?

Name _____

Date _____

Wednesday – Solve.

1. $1,380 \div 23$

2. $4,465 \div 95$

3. Victor had 850 marbles that he is putting into bags with 25 in each bag. How many bags of marbles can he fill?

Thursday

Simplify each expression.

1. $(74 \div 2) - (6 \times 2)$

2. $[(9 + 5) \times (42 \div 6)] \times 2$

3. $(5 \times 9) \div (10 + 5)$

4. $[(8 \times 8) - (11 \times 4)] \div 2$

Write the expression. Then simplify.

5. The sum of eighty-six and the product of twelve and nine.

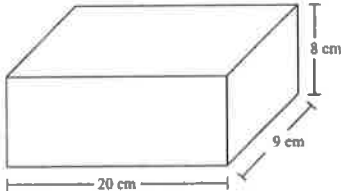
Name _____

Date _____

Week 4 Homework - Trimester 2

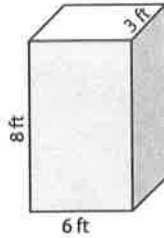
Monday – Find the volume of each figure.

1.



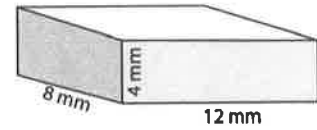
Volume = _____

2.



Volume = _____

3.



Volume = _____

4. William has some antique bottles. He is going to fill the bottles with bath soap and give them away as gifts. Each bottle is 12 in high, 2 in wide, and 3 in long. What is the volume of each bottle?

5. A rectangular prism shaped toy chest measures 2m by 3m by 2m. A shipping crate is packed with 18 of these toy boxes. There is no extra space in the crate. What is the volume of the crate?

Tuesday – Solve.

$$\begin{array}{r} 1. \quad 4 \ 5 \ 3 \\ \times \quad 8 \ 0 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 4 \ 4 \ 7 \\ \times \quad 7 \ 2 \\ \hline \end{array}$$

3. A fundraising company went to 308 different schools delivering 109 boxes of candy to each school. How many boxes did they deliver in total?

Squeak the Skater Goes Surfing

by Michael Stahl (Adapted by ReadWorks)



There once was a boy named Steven James Skwekenheimerschtopen. Everyone just called him Squeak. That's because, halfway through kindergarten, his teacher got tired of calling out his full last name every time she did roll call. So she started calling him "Squeak," and so did everyone else.

Squeak was very well known at his elementary school and in his town. Even though he had a very special last name, that was not what made him so well known. He was well known because he could ride a skateboard better than anyone else. However, Squeak became much more than just well known. When he decided to try surfing, Squeak became a hero.

When Squeak started fifth grade, he was already great at riding a skateboard. Every day, he would go outside and practice. He was always trying to do better, harder tricks. One of the best places in town to practice his tricks was his school playground, so he spent a lot of his time there. This gave all his classmates a chance to watch him get better at skateboarding, day after day. Squeak would get on his skateboard and hop up onto any railing he could find. He'd jump off any wall, too. Squeak quickly learned how to do full turns in the air. He could even flip upside down on his board and hold his whole body up with one arm. His classmates would cheer him on. They especially liked when he showed them a new trick for the very first time. The school's principal did not mind that Squeak got so much attention for his tricks, even though they weren't totally safe. Squeak always wore a helmet, knee pads, and elbow pads to protect his body. He also kept his grades up, which showed that he was a great person for the other kids to look up to.

One weekend, Squeak took part in a skateboarding competition. He won five first-place

medals! But he was getting bored with skateboarding. He loved the sport, but whenever he would compete against other skateboarders, he'd win without any trouble at all. So Squeak thought that he might want to try some new sport. He needed something new to challenge him. And after seeing a video on the Internet of some amazing surfers, he knew what challenge he wanted to take on next.

"Surfing is perfect for me," he told his parents at dinner. He was trying to get them to pay for surfing lessons. "Besides," he added with confidence, "it's just like skateboarding!" He was sure that he could learn how to surf since he knew how to skateboard.

Squeak's parents agreed to pay for some surfing lessons for their son. They asked a man named Troy to teach him. Troy had been in worldwide competitions when he was young and was well known in the surfing world. He was a little bit older now and could not compete against the younger surfers. So he decided he should teach those young kids how to surf the right way.

Squeak was confident that he would be great at surfing. He dreamed that he would go out in the ocean on his very first day and do flips and spins, just like he did with his skateboard. But, as Squeak found out, even though surfing looks a bit like skateboarding, it is very different.

After forty-five minutes of his first lesson with Troy, Squeak still couldn't stand up on his new surfboard for more than two seconds. One problem was that the board was slippery. The other problem was that the water under Squeak's board never stopped moving. He was used to the road under his skateboard, which stayed still. The water moving caused him to fall over and over again.

Troy saw how annoyed Squeak was that he couldn't keep his balance. "You'll get it, kid," Troy said to him, trying to encourage Squeak. "Don't worry about a thing. You just need to keep coming out into the water with me to practice. It's just like what you did with your skateboard."

Squeak thanked Troy for his encouraging words. He showed up for each of his lessons for the next few weeks, ready to try to learn surfing. It was just the challenge he needed. Squeak realized that he wasn't bored with surfing!

By his fourth lesson, Squeak was finally making some progress. He had gotten a bit better from the time he had started. Now, he could stand on the board. He could even move it a little bit left and a little bit right.

"Keep up the good work!" said Troy. "Let's head back to the beach and get some milkshakes."

Troy turned around and swam towards the beach. Squeak wanted to keep on surfing, though. He wanted to try to stay standing on his board a little longer.

Suddenly, Squeak heard someone yelling. The sound was coming from somewhere far away in the water to his left. "Help! Help!" the man yelled. Squeak saw that the man was drowning. But no one else had seen or heard him, not even the lifeguard! And Troy was headed in the other direction.

Squeak focused as hard as he could. He hopped up on his board and started surfing. He rode a wave right over to the man who called for help. It was the longest time Squeak had been able to stand on his surfboard yet! Squeak got over to him quickly and put his arm under the man's arm. They used his board to float towards the beach. A large group of people was standing there, watching. Finally, the lifeguard saw what was happening and jumped into the water to help.

By the time Squeak got the man back to the beach, Troy had joined the group of people waiting.

"Troy!" Squeak yelled happily. "Did you see me? I surfed! I really surfed!"

"I saw you surf," said Troy. "But the more important thing is you saved that drowning man. You're a hero!"

From then on, Squeak was known more for his surfing than his skateboarding.

Name: _____ Date: _____

1. What activity does Squeak try after getting bored with skateboarding?

- A. swimming
- B. roller-skating
- C. surfing
- D. sailing

2. What is the climax of the action in this story?

- A. Squeak starts surfing lessons with Troy.
- B. Squeak saves a man from drowning.
- C. Squeak practices skateboarding in his school playground.
- D. Squeak gets his nickname.

3. Although surfing may look similar to skateboarding, it is actually quite different.

What evidence from the story supports this statement?

- A. Although Squeak is good at skateboarding, surfing is a challenge for him.
- B. At dinner Squeak tells his parents that surfing is just like skateboarding.
- C. Squeak takes surfing lessons from Troy Mason, who used to be a famous surfer.
- D. Squeak spends a lot of time practicing skateboarding in his school playground.

4. What is one similarity between Squeak's skateboarding and his surfing?

- A. He is not very good at either when he starts out.
- B. He works hard to get better at both.
- C. He takes lessons to get better at both.
- D. They both make him into a hero.

5. What is a theme of this story?

- A. the importance of saving money
- B. the need to choose your friends wisely
- C. the benefits of challenging yourself
- D. the difficulty of living in a new place

6. Read the following sentence: "Every day he would be outside **pushing himself** to do better, crazier tricks."

What does the phrase **pushing himself** mean?

- A. leaning hard against a wall
- B. getting upset with himself
- C. relaxing after doing a new trick
- D. making himself work hard

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

First, Squeak skateboards; _____, he surfs.

- A. initially
- B. although
- C. next
- D. as an illustration

8. When does Squeak start making some progress with surfing?

9. What does Squeak do to reach the drowning man?

10. Why was Squeak finally able to surf at the end of the story? Support your answer with evidence from the passage.

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First, Squeak skateboards; _____, he surfs.

- A. initially
- B. although
- C. next**
- D. as an illustration

8. When does Squeak start making some progress with surfing?

Squeak starts making some progress with surfing during his fourth lesson with Troy.

9. What does Squeak do to reach the drowning man?

Answers may vary in wording. However, all should recognize that Squeak surfs over to the drowning man.

10. Why was Squeak finally able to surf at the end of the story? Support your answer with evidence from the passage.

Answers may vary, as long as they are supported by the story. Students may cite Troy's comment that practice is what will make Squeak better at surfing and conclude that after four lessons Squeak had enough practice to be able to surf. Students may also note that "Squeak concentrated as hard as he could" when hopping onto his board at the end of the story and conclude that his extreme concentration is what enabled him to surf.

The Surfer Girl

by ReadWorks



When she was little, Lucy never dreamed she would become a professional surfer. She was too obsessed with horseback riding to think of much else. All her toys were horse-related. Her walls were covered with horse posters. When she got home from school, the first thing she did was run to the stable, where her parents kept Barnie, her stallion.

Over time, though, the work of keeping a horse started to wear her down. Cleaning the stable, brushing Barnie every day, shoveling hay-it was a lot of work. The summers were especially hard. Temperatures in Mt. Pleasant, South Carolina could reach upwards of 100 degrees.

"Who should be expected to wear jodhpurs and a riding helmet on a 100-degree day?" she asked her mother one time.

"Not me," her mother replied. "I'm thankful I get to wear a skirt and a tank-top!"

Lucy's mind was made up one day in August. She was trotting with Barnie around an obstacle course, preparing to perform some jumps. All of a sudden, a hedgehog came bounding across the ground. Spooked by the animal, Barnie rose onto his hind legs and sent Lucy tumbling into the dirt.

"That's it!" Lucy thought as she dusted herself off. "I am officially done with horseback riding."

She resolved to spend the rest of the summer at the beach. She would later recall this as the moment that set her future in motion.

For years, Lucy had been so consumed with horses that she hadn't noticed how popular surfing was among her friends. Surfing, she realized, was the thing to do. By age 10, half the boys and girls she knew had their own surfboards.

That Christmas, she asked her parents for her own board.

But she quickly realized that surfing is not easy. Watching her friends and their surf videos, it looked pretty straightforward. A wave comes, and you paddle into it. Then you stand up and ride the wave in. Anyway, South Carolina was not Hawaii. The waves rarely got bigger than 3 or 4 feet in height.

Once you got into the water, things were not so simple. Waves moved a lot faster than she thought. Often, the entire wave broke at the same time. This prevented you from actually riding it. Instead, she discovered, it crashed right on top of you, sending you and your board flying.

She was discouraged at first. She would never be as good as the pro surfers whose videos she watched at her friends' houses. By now, her friends had a few years of experience on her. As Lucy got tossed around in the surf, they were up and riding waves. They gave each other high fives on the beach. She tried not to get angry at the sight of it.

Still, Lucy was athletic-and determined. If I can learn how to balance atop a sprinting horse, she thought, I can learn how to ride a piece of fiberglass on a wave!

And so she kept at it. Since her house was just a 10-minute walk from the beach, she started surfing before school. As soon as the bell rang at 2 p.m., Lucy jumped on her bike and pedaled back out to the water, her surfboard tucked under her arm.

She improved rapidly. Her friends took notice. Two years after she got her first board, Lucy was already performing moves they had never tried. When hurricanes off the coast increased

the size of the waves, her friends tended to stay on the beach. They watched the older boys and girls surf instead.

Not Lucy.

"Why are you guys just sitting here?" she'd ask them before rushing into the water. "Look at the size of those waves!"

Before long, Lucy was winning local surf contests. The Eastern Surfing Association hosted competitions up and down the coast. In recent years, they had paid more attention to the talented girls who were competing. Big-name surf companies were always on the hunt for new talent to feature in their videos and advertisements. When a team manager saw Lucy at a contest in Jacksonville Beach, Florida, she signed her up on the spot.

Other companies followed. By 14, Lucy was sponsored by several surf brands. She got so much free clothing that she gave most of it away to friends. They were grateful. Many of them had gazed longingly at the same shorts, bathing suits and sandals at the mall, where the items cost as much as \$70 apiece. And now they were getting them for free!

One of the perks of being a sponsored surfer, Lucy discovered, is that companies pay you to travel to beaches around the world. In return, they ask that you allow photographers to shoot pictures of you. True, they usually required you to wear what they wanted you to. But why would you care, if you're on the southern coast of France, or the white-sand beaches of the Maldives Islands?

The constant travel posed a problem, however. Lucy had to withdraw from school. She couldn't show up to class five days a week and still travel to Tahiti on a moment's notice. So, her parents hired a tutor. To keep up with her assignments, she got used to studying calculus and chemistry textbooks on international flights. She'd surf all morning, take a study break for lunch, surf again, and then hit the books after dinner. Despite not being in the classroom, she managed to get good grades. She even got a few As here and there.

But the stress of life on the road took a toll on her.

"I know I shouldn't be complaining," she emailed her friend Denise one night from a hotel in Indonesia. "I get sent to the most beautiful places on the planet every month. And I get to do what I love: surfing every day, all day! But once you've seen 10 white-sand beaches with crystal clear water and perfect waves, they all start to blend together. I never used to understand why people who grew up on tropical islands in the Caribbean wanted to move to cities like Los Angeles or New York. They're living in tropical paradise! Why would they want to live amidst the dirt and grime of the city? But now I sort of know what they mean."

Traveling around the globe, Lucy started to miss her friends. While she was away in Bali or Australia, her girlfriends began to go on dates. They joined the field hockey, basketball and lacrosse teams. They started to learn to drive and went shopping for jeans at the mall. Lucy still sent them her extra boxes of clothing, of course. But as they got older, they weren't as interested in wearing surf-related items all the time.

By the time she turned 16, Lucy's surf career was soaring. She placed in the top 10 in the junior division of the Association of Surfing Professionals, the highest achievement for female surfers under 21. In a few more years, she would be allowed to qualify for the professional tour. The "Pro Tour," as it was called, was as far as you could go as a surfer. Only 17 girls around the world were able to compete at such a high level. Lucy still wanted to be among them.

Her heroine was a female surfer named Carlita Meroni. A beautiful Floridian surfer with blonde hair and amazing surf style, Carlita had qualified for the Pro Tour at age 19. She was now 23, and had appeared on the covers of magazines like *Surfer* and *Transworld Surf*. When Lucy realized that she and Carlita would be surfing at the same contest in Puerto Rico that summer, she decided to say hello.

The waves on contest day were intimidating, to say the least. A sharp reef lay just six feet underwater. If you fell, you were likely to get scraped up. Lucy competed in her junior heats. But she surfed scared. She wound up placing sixth overall. When the Pro sessions began, she made her way to the water's edge to watch Carlita.

She had never seen a woman so fearless in the water. During the men's events, some of the guys paddled back in, claiming the waves were too rough.

"I'd rather not lose an arm on that reef," one of them said, as he walked up the beach with his board.

But Carlita stayed out. She caught huge wave after huge wave. And she did it with style, snapping her board against the lip of the wave. The spectators on the beach gasped in amazement.

That night, the contest organizers held a bonfire on the beach for all the surfers. Carlita, as usual, was swarmed by admirers.

"How were you not terrified in that surf?" one of them asked her. "I didn't even want to paddle out."

Carlita laughed. She seemed flattered by the attention.

As the night wore on, though, she distanced herself from the group. Lucy, who had been eyeing at her all night, watched as Carlita made her way to the edge of the water. Seeing her opportunity, she pounced.

"Carlita?" Lucy said, as she approached.

"Oh, hey," Carlita said, a bit startled. "How's it going? You're Lucy, right?"

Lucy blushed. Carlita knew who she was!

"Yeah, that's me all right," she said, and quickly changed the subject. "You were really amazing out there today. I mean, I'm sure everyone's been telling you that. But you're just, like, my favorite surfer of all time. I felt I should tell you that."

Carlita smiled and looked out at the waves. "Thanks," she said, and stood there silently for a while. Then she said, "How old are you, by the way?"

"Sixteen," Lucy said.

"Wow," Carlita said. "I remember being 16. That was the year I quit school to surf full-time. Which seemed like a good idea at the time."

"What do you mean?" Lucy said, growing nervous.

"Well, it's a big deal to leave your hometown, your friends and your family at such a young age. I've had a blast as a professional surfer. I've traveled all over the world and met so many amazing people. But sometimes, I think I would have been happier as a regular kid, hanging out with my friends back in Florida."

Lucy sympathized completely. She felt as if she were talking to her older self.

"I know exactly what you mean," she said. "We live the most amazing life. I feel guilty for complaining. But I'm not really sure who I am anymore. I wish I could spend more time back home."

Thinking about her friends and family back home in South Carolina, Lucy suddenly began to cry.

"Oh, sweetie," Carlita said, pulling Lucy in for a hug. "I'm sorry if I upset you. I'm just in a strange mood today. Those huge waves out there today must have got me thinking."

"Yeah, they were pretty huge," Lucy said, sniffing.

"You know, the one consolation is that we're all in this together," Carlita said. "The other girls on tour are like my family now. We're competitive, but we also support each other through everything. They're always there for me, and I'm always there for them."

"I guess I have to start making more friends in the surf world," Lucy said.

"Well, you've got one right here," she said.

"Really?" Lucy said, brightening. "You'll be my friend?"

"Of course!" Carlita said. "Let's get back to the barbecue. I know some girls I think you should meet."

Squeak the Skater Goes Surfing

by Michael Stahl



Legend has it that Lincoln Elementary School once had a student named Steven James Skweekenheimerschtopen. He was a very popular boy and different from everyone else. Even though Skweekenheimerschtopen had a one-of-a-kind last name, it was not actually what made him so well known. By the time he was halfway through Kindergarten, his teacher grew tired of calling out "Skweekenheimerschtopen" each time she took attendance, so she decided to shorten his name to just "Squeak." The nickname stuck, and everyone went around calling him Squeak. His ability to ride a skateboard like no other is what made him famous at school and in his town. However, it was not until he accepted the challenge of surfing that he would become a hero.

When Squeak entered the fifth grade, he was already a wiz at riding a skateboard. Every day he would be outside pushing himself to do better, crazier tricks. One of the best places in town to do so was in the playground of his very own school, so he spent a lot of his time there. This gave all his classmates a chance to watch him get better at skateboarding, day after day. While on his board, he'd hop up onto any railing he could find, and fly off any surface, too. Squeak quickly learned how to do 360-degree turns in the air, and how to flip his legs up to the sky while keeping the board against his feet with one arm and holding his whole body upside down with his other arm. The crowd of classmates would cheer him on, especially when he performed a new stunt for the very first time. The school's principal did not mind that Squeak got so much attention from participating in a sport that was a little bit dangerous. Squeak always wore his protective gear: a helmet, knee pads, and elbow guards. He also kept his grades up, proving he was really a great role model for the other students.

After one particular weekend when Squeak took home five gold medals in a skateboarding competition, he thought to himself that he might want to give something new a try. Squeak was basically bored. He loved skateboarding and would never stop. He was completely certain about that. However, anytime Squeak would compete against other skilled

skateboarders, he would win-hands down. He needed something new to push him. After seeing a video on the Internet of some amazing surfers, he knew what challenge he wanted to take on next.

"Surfing is perfect for me," he told his parents at Sunday dinner, while trying to get them to pay for lessons. "Besides," he added with a heap of confidence, "it's just like skateboarding!"

Squeak's parents agreed to pay for some surfing lessons for their son. They hired a man named Troy Mason to teach him. Troy had been in international competitions when he was young and was rather famous in the surfing world. He was a little bit older now and could not compete against the youngsters who were taking over the sport. So, he decided he should teach those young kids how to surf the right way.

Squeak knew in his mind that he would find surfing success. He had dreamt of going out in the ocean on his very first day and doing flips and spins as if he were on his skateboard and the waves were just like the rails in his schoolyard. Squeak would soon find out, though, that surfing may look similar to skateboarding, but it is quite different.

After forty-five minutes of his first lesson with Troy, Squeak had failed to balance himself on his new surfboard for more than a second or two. Of course, the board was slippery, which caused problems for Squeak. On top of that, unlike the pavement underneath his skateboard that never moved, the water never *stopped* moving, causing him to fall time and time again.

"You'll get it, kid," Troy said to him, trying to encourage Squeak after seeing the frustration on Squeak's face. "Don't you worry about a thing. You just need to keep coming out here into the water with me to practice, same as what you did with your skateboard."

Squeak thanked Troy for that and indeed showed up for each of his lessons, ready to try and learn surfing over the course of the next few weeks. It was just the challenge he needed. Squeak realized that he certainly wasn't bored with surfing!

Throughout his fourth lesson with Troy, Squeak was finally making some progress. He could stand on the board and direct it a little bit left and a little bit right.

"Keep up the good work!" said Troy. "Let's head back to the beach and get some milkshakes."

Troy turned around and swam in the direction of the beach. Squeak wanted to keep on surfing and try staying on his board a little longer.

Suddenly, Squeak heard someone yelling from way over his left-hand side in the water. "Help! Help!" the man said. Squeak saw that the man was drowning, but no one else had seen or

heard him. The lifeguard must've just switched spots, and Troy was headed in the opposite direction.

Squeak concentrated as hard as he could and hopped on his board, taking a wave right over to the man who called for help. It was the longest time Squeak had spent balanced on his surfboard yet! Squeak got over to him in a jiffy and put his arm under the other man's. They used his board to float on in to the beach where a crowd gathered. Finally, the lifeguard saw what was happening and jumped in to help, too.

By the time Squeak and the man he'd helped got back to the beach, Troy was waiting along with a crowd of people.

"Troy!" Squeak squealed. "Did you see me? I surfed! I really surfed!"

"I saw you surf," said Troy. "But the more important thing is you saved that drowning man. You're a hero!"

From then on, Squeak was known more for his surfing than his skateboarding.

Name: _____ Date: _____

Use the article "Squeak the Skater Goes Surfing" to answer questions 1 to 2.

1. What was Squeak able to do after his first surfing lesson with Troy?

2. After four lessons with Troy, Squeak did something very impressive that made him a hero. What did Squeak do?

Use the article "The Surfer Girl" to answer questions 3 to 4.

3. Why did Lucy feel discouraged about surfing at first?

4. Two years after she got her first surfboard, Lucy was performing moves that her friends had never even tried. What did Lucy do to improve at surfing?

Use the articles "The Surfer Girl" and "Squeak the Skater Goes Surfing" to answer questions 5 to 6.

5. If you persevere with something, you keep trying to do it. You do not give up, even though it is difficult.

Give one example from each story of how a character perseveres.

6. "If you practice and persevere, your hard work will have good results." Is this an accurate theme for both stories? Support your argument with details from the two stories.

SummerReads: Bikes & Boards - Sidewalk Surfing

by Andrew Funk

This text is provided courtesy of Elfrieda H. Hiebert and TextProject.



© 2006 by Jon Hansen.

Photo: A skateboard competitor performs a jump at the Sprite Urban Games in London, England, July 2006.

No one knows exactly who had the idea of putting wheels on a board and going for a ride on it. It is known that it was surfers who first rode skateboards. They called it "sidewalk surfing."

Skateboarding became popular in the 1970s. During that time, California had a serious lack of water. Many people took the water out of their swimming pools. The dry pools were deep enough so that skateboarders could do aerial tricks in them. But the steep, straight walls of the pools led to many injuries.

Skateboarders began hearing about huge water pipes that were not in use. The curved sides of the pipes made it possible to still perform aerial tricks but did not lead to as many injuries. People began to build similar shapes out of wood and called them half-pipes.

Early skateboards were flat and thick like small surfboards. They had wheels made of clay or rubber that did not grip the riding surface well. Once clay and rubber were replaced with plastic wheels, skating became very popular. Skateboards are still usually made of wood. But now the nose and tail of skateboards have small rises. By stepping quickly on one or other of the rises, a skater can control the board during jumps and tricks.

One reason for the popularity of skateboarding is that many different tricks can be performed with a skateboard. The most basic trick is called the "ollie," named after Alan "Ollie" Gelfand who first performed it. The skater kicks down on the tail of the board and jumps up at the same time. It looks like the board is flying in the air.

Name: _____ **Date:** _____

1. Skateboarders used to ride their skateboards in huge water pipes that were not in use. Then people began to build similar shapes out of wood for skateboarders to ride on. What were these shapes called?

2. Describe how skateboards have changed from the early versions to today's skateboards.

Support your answer with evidence from the text.

3. What is a main idea of this text?

4. When skateboarding first became popular, skateboarders rode their boards in empty swimming pools. What problem did this cause for skateboarders?

Support your answer with evidence from the text.

Drip-Tips and Other Adaptations in the Rainforest

by Mimi Jorling



Tropical rainforests have ideal climates for plant growth. Tropical rainforests are hot, humid, and wet. They have abundant rainfall and are warm year-round. Temperatures range from about 85 degrees Fahrenheit during the day to 70 at night. Tropical rainforests get at least 80 inches of rainfall each year. (Compare that to how much your town or city gets each year.) These two factors also create challenges for the plants that live there. As a result, plants in tropical rainforests have adapted to these conditions by making adjustments in how they grow.

The perfect conditions for plant life—warm temperatures and plenty of water—cause plants to grow quickly. One consequence of rapid plant growth is the depletion of nutrients in the soil. It also creates a thick layer of leaves in the upper part of the forest (the canopy) that blocks sunlight from reaching the forest floor.

Most plants get their nutrients, water, and oxygen from soil. However, in the rainforest, where soil is not nutrient-rich, many plants don't rely on it for their source of food. Some plants called epiphytes, or air plants, have learned to get water and nutrients from the air. Some examples of epiphytes in rainforests are mosses, lichens, and orchids. Although they often live on other plants, they don't take any nutrients from the other plant—they get what they need straight from the air with special root systems.

Other plants that grow on plants actually DO take nutrients from that plant. They are called parasitic plants, and the plant they grow on is called a host plant. Instead of getting food and water from the soil, parasitic plants have developed roots to cling to a host plant, pierce through its leaves, stem, or trunk, and suck the nutrients out of the host. An example of a parasitic plant you might know is mistletoe. Parasitic plants can kill their host plant if they grow too rapidly. However, they tend to *not* kill their host plant because without a host, the parasitic plant will also die.

Another condition created by rapid plant growth is a lush canopy that shades out plants living below. Large trees grow quickly, reaching for sunlight. They create a dense shade that prevents sunlight from reaching the forest floor. In fact, only about 1 to 2% of sunlight reaches the ground in a tropical forest. Since plants depend on sunlight for growth, very few plants live on the ground. Instead, they find ways to live on other plants by climbing them, as vines do, or by growing very large, dark green leaves to absorb as much sunlight as possible.

Hot, humid, and wet conditions are also ideal for bacteria and fungi to grow. Water trapped in the crevices of a plant, in combination with warm temperatures, is a breeding ground for bacterial and fungal growth, which can harm plants. One adaptation many plants have made in the tropical forest is to develop smooth bark so that water runs off quickly. Another adjustment plants have made to shed water efficiently is to grow leaves with 'drip tips.' This shape prevents water from collecting on leaves. Look at the shape of leaves of plants around you. If possible, and after checking with an adult, gently pour water on the plant and watch where it goes. It may be channeled toward the stem of the plant or far away from it. These observations can give you clues to how a plant lives.

The environments plants and animals live in provide useful and harmful conditions for living. As a result, all living things must learn how to adapt to the challenges of where they live. The adaptations that plants in a tropical rainforest have help them survive in their particular environment.

Name: _____ Date: _____

1. What are the climates of tropical rainforests ideal, or perfect, for?

- A. building roads
- B. raising cattle
- C. extreme sports
- D. plant growth

2. One effect of rapid plant growth is the depletion of nutrients in the soil. What is another effect of rapid plant growth?

- A. the depletion of animal life in the lower part of the rainforest
- B. the creation of a thick layer of leaves in the upper part of the rainforest
- C. an increase in temperature from 70 degrees Fahrenheit to 85 degrees Fahrenheit
- D. a decrease in rainfall from 80 inches each year to 65 inches each year

3. Read these sentences from the text:

"There are also some plants called parasitic plants. They grow on other plants, their host plants. Parasitic plants actually DO take nutrients from their host plants. Instead of getting food and water from the soil, parasitic plants have developed roots to cling to a host plant, pierce through its leaves, stem, or trunk, and suck the nutrients out of the host. An example of a parasitic plant you might know is mistletoe. Parasitic plants can kill their host plants if they grow too rapidly."

Based on this evidence, how might a rapidly growing parasitic plant kill its host plant?

- A. by sucking too many nutrients out of its host plant
- B. by sucking too few nutrients out of its host plant
- C. by preventing the host plant from taking in food and water from the soil
- D. by trying to help the host plant take in food and water from the soil

4. Read these sentences from the text:

"Another condition created by rapid plant growth is a lush canopy that shades out plants living below. Large trees grow quickly, reaching for sunlight. They create a dense shade that prevents sunlight from reaching the forest floor. In fact, only about 1% to 2% of sunlight reaches the ground in a tropical forest. Since plants depend on sunlight for growth, very few plants live on the ground. Instead, they find ways to live on other plants by climbing them, as vines do, or by growing very large, dark green leaves to absorb as much sunlight as possible."

Based on this information, what can you conclude about the connection between a leaf's size and the amount of sunlight it absorbs?

- A. The smaller a leaf is, the more sunlight it absorbs.
- B. The larger a leaf is, the more sunlight it absorbs.
- C. The connection between the size of a leaf and the amount of sunlight it absorbs cannot be predicted.
- D. Large leaves and small leaves absorb about the same amount of sunlight.

5. What is the main idea of this text?

- A. Some plants, such as mosses, lichens, and orchids, have learned to get water and nutrients from the air.
- B. Instead of getting food and water from the soil, parasitic plants have developed roots to cling to a host plant, pierce through its leaves, stem, or trunk, and suck out nutrients.
- C. Plants in tropical rainforests have adapted to their warm and wet conditions by making adjustments in how they grow.
- D. Water trapped in the crevices of a plant, in combination with warm temperatures, is a breeding ground for bacterial and fungal growth.

6. Read these sentences from the text:

"Some plants called epiphytes, or air plants, have adapted to get nutrients from the air. Some examples of epiphytes in rainforests are mosses, lichens, and orchids. Although they often live on other plants, they don't take any nutrients from the other plants—they get what they need straight from the air with special root systems.

There are also some plants called parasitic plants. They grow on other plants, their host plants. Parasitic plants actually DO take nutrients from their host plants."

Why might the author have capitalized the word "DO"?

- A. to point out a similarity
- B. to make a contrast
- C. to summarize a process
- D. to make an argument

7. Read these sentences from the text:

"Some plants called epiphytes, or air plants, have adapted to get nutrients from the air. Some examples of epiphytes in rainforests are mosses, lichens, and orchids. Although they often live on other plants, they don't take any nutrients from the other plants—they get what they need straight from the air with special root systems."

How could the last sentence best be broken in two?

- A. Although they often live on other plants, they don't take any nutrients from the other plant. As an illustration, they get what they need straight from the air with special root systems.
- B. Although they often live on other plants, they don't take any nutrients from the other plant. For example, they get what they need straight from the air with special root systems.
- C. Although they often live on other plants, they don't take any nutrients from the other plant. Third, they get what they need straight from the air with special root systems.
- D. Although they often live on other plants, they don't take any nutrients from the other plant. Instead, they get what they need straight from the air with special root systems.

8. Describe the climate conditions of a tropical rainforest.

Include at least three pieces of information from the text.

9. Read these sentences from the text:

"Hot, humid, and wet conditions are also ideal for bacteria and fungi to grow. Water trapped in the crevices of a plant, in combination with warm temperatures, is a breeding ground for bacterial and fungal growth, which can harm plants. One adaptation many plants have made in the tropical forest is to develop smooth bark so that water runs off quickly."

Explain how the adaptation these plants have made might help them.

Support your answer with evidence from the text.

10. Plants in tropical rainforests have adapted to their conditions by making adjustments in how they grow. Support this conclusion with evidence from the text.

Elizabeth Blackwell

by Noah Remnick



In the early 1800s, there were no women doctors in America. But there was a young woman with the dream of going to medical school and becoming one. Elizabeth Blackwell was born in 1821 in Bristol, England. At the time, not all children went to school. Children from poor families were often forced to work. Most families that could afford schooling generally educated their boys and girls separately. The girls learned to read and write, but quickly focused on embroidery, music and art, and some French. The boys were taught mathematics, Latin, and science, subjects generally considered too difficult and intellectual for girls.

But the Blackwell household was different. Samuel Blackwell owned a sugar refinery. He was a deeply religious man and believed that all people were created equally, no matter their color, wealth, or gender. He fought to abolish slavery and to establish fair conditions and wages for poor workers. And his nine sons and daughters received equally rigorous educations, studying side by side. People criticized the Blackwells for wasting such knowledge on girls, who would likely marry young, raise families of their own, and never have jobs. But Mr. Blackwell was proud of all his children.

When Elizabeth was 11 years old, her father announced that he was moving the family across the sea to

America. He had grown weary of the religious and political intolerance in England. He wanted a new start and a bold adventure for himself, his wife, and his children. So the Blackwells packed up their house, bade farewell to friends, family, and colleagues, and set sail for New York City.

There, the family continued to be involved in trying to abolish slavery and to promote equal rights for all. The family eventually moved to Cincinnati, Ohio. Soon after, tragedy struck. Elizabeth's father very suddenly died from an illness, leaving behind a widow, nine children, and bills to pay. To make money, the Blackwell sisters turned to the thorough education their parents provided, and they began teaching.

Before teaching, Elizabeth thought about becoming a doctor, but she resisted the idea. She had always been uncomfortable, even queasy, when studying biology and the human body. Then one day a dying female friend made a suggestion that would change Elizabeth's life and open doors for generations of women to come. The woman said that she so wished her doctor had been a woman, who might have understood her illness better and been more compassionate. After Elizabeth listened to her friend's wish, Elizabeth was determined to become a doctor. But people discouraged her. They told her women could not endure the rigors of medical school or doctoring.

Elizabeth stayed determined. She took teaching positions in small towns, seeking out doctors who gave her medical lessons in her spare time. Elizabeth applied to several medical colleges, but they all rejected her. She applied to more medical schools, and then she was finally admitted to one.

Elizabeth was accepted to study medicine at Geneva Medical College in New York (it is now part of the Upstate Medical University). In the beginning, it was a difficult experience for Elizabeth. Many students, teachers, and townspeople opposed her. Elizabeth was not willing to let the opposition affect her studies. Eventually, most of the people supported her. Professors even reported that the general student behavior and attentiveness improved.

On January 23, 1849, Elizabeth Blackwell achieved her dream, when she became the first woman in America to graduate from medical school and become a doctor. She also ranked first in her class. When the dean handed Elizabeth her diploma, he turned to her and bowed in recognition of her groundbreaking achievement.

Name: _____ Date: _____

1. What was a job that no woman in America had in the early 1800s?

- A. Being a teacher was a job that no woman in America had in the early 1800s.
- B. Being a seamstress was a job that no woman in America had in the early 1800s.
- C. Being a doctor was a job that no woman in America had in the early 1800s.
- D. Being a nurse was a job that no woman in America had in the early 1800s.

2. The author contrasts the Blackwell family with other families. How was the Blackwell family different?

- A. The boys and girls in the family received very little education.
- B. The boys and girls in the family received an equally challenging education.
- C. The boys in the family received a more challenging education than the girls did.
- D. The girls in the family received a more challenging education than the boys did.

3. Elizabeth Blackwell showed determination when trying to become a doctor.

What evidence in the text supports this claim?

- A. "When Elizabeth was 11 years old, her father announced that he was moving the family across the sea to America. He had grown weary of the religious and political intolerance in England."
- B. "Elizabeth's father very suddenly died from an illness, leaving behind a widow, nine children, and bills to pay. To make money, the Blackwell sisters turned to the thorough education their parents provided, and they began teaching."
- C. "...one day a dying female friend made a suggestion that would change Elizabeth's life and open doors for generations of women to come. The woman said that she so wished her doctor had been a woman, who might have understood her illness better and been more compassionate."
- D. "Elizabeth applied to several medical colleges, but they all rejected her. She applied to more medical schools, and then she was finally admitted to one."

4. Read these sentences from the text:

". . . Elizabeth was determined to become a doctor. But people discouraged her. They told her women could not endure the rigors of medical school or doctoring.

[. . .]

"Elizabeth was accepted to study medicine at Geneva Medical College in New York (it is now part of the Upstate Medical University). In the beginning, it was a difficult experience for Elizabeth. Many students, teachers, and townspeople opposed her."

Based on this evidence, why might many students, teachers, and townspeople have opposed Elizabeth?

- A. because they wanted her to be a nurse instead of a doctor
- B. because they wanted her to be a teacher instead of a doctor
- C. because they thought medical school was too easy for her
- D. because they thought medical school was too difficult for her

5. What is the main idea of this text?

- A. Elizabeth Blackwell was born in England at a time when children from poor families were often forced to work.
- B. Before teaching, Elizabeth Blackwell thought about becoming a doctor, but she had always been uncomfortable when studying biology and the human body.
- C. Elizabeth Blackwell, the first woman doctor in America, achieved her dream because of her determination.
- D. Many people opposed Elizabeth Blackwell's efforts to become a doctor, but she did not let their opposition affect her studies.

6. Read these sentences from the text:

"Samuel Blackwell ... believed that all people were created equally, no matter their color, wealth, or gender. He fought to abolish slavery and to establish fair conditions and wages for poor workers. And his nine sons and daughters received equally rigorous educations, studying side by side. People criticized the Blackwells for wasting such knowledge on girls, who would likely marry young, raise families of their own, and never have jobs. But Mr. Blackwell was proud of all his children."

Based on these sentences, what does the word "rigorous" mean?

- A. challenging and thorough
- B. quick and easy
- C. useless and wasteful
- D. unpleasant and painful

7. Read these sentences from the text:

On January 23, 1849, Elizabeth Blackwell achieved her dream, when she became the first woman in America to graduate from medical school and become a doctor. She also ranked first in her class.

How could the second sentence best be rewritten?

- A. Moreover, she ranked first in her class.
- B. On the other hand, she ranked first in her class.
- C. As a result, she ranked first in her class.
- D. Obviously, she ranked first in her class.

8. How did many students and teachers at Elizabeth's medical school feel about her being there in the beginning?

9. How did most people at Elizabeth's medical school feel toward her by the time she graduated?

Support your answer with evidence from the text.

10. Why might people's feelings about Elizabeth becoming a doctor have changed?

Support your answer with evidence from the text.

Energetic Emily

by ReadWorks



Emily, as usual, had been up since dawn. This morning, she skipped around the kitchen, laying out forks, knives and napkins for breakfast to help her dad. She pushed the "on" button on the coffee machine. She pulled the bread and eggs out of the refrigerator. And then she waited.

Emily's dad was a writer who worked from home. Upstairs, she heard his alarm go off for the third time. Finally, he plodded downstairs to the kitchen.

"Good morning, sunshine," he said, and smiled his groggy morning smile.

Emily was ready to get cooking. She grabbed two slices of bread. Then, getting a running start, she ran and slid across the slippery kitchen floor. As she slowed to a halt in front of the toaster, she deftly double-dunked the slices into their slots.

"Woo!" she yelled, stealing a glance at her dad to see if he'd glimpsed her smooth move. "And the crowd goes wild!"

Emily's dad smiled and shook his head as he poured his coffee.

"I'm gonna call you 'Energetic Emily,'" he said. "That's your new nickname now."

"Why?" Emily asked.

"Because you have a lot of energy!" he said. "That's what energetic means."

"Oh."

"Where do you get all of that energy, anyway?" he asked. "Certainly not from me. In fact, I wish you could

give me some of your energy, right in here." He pointed to his steaming coffee cup.

Emily thought for a moment. "I don't know where I get it. What is energy, anyway?"

"Good question," said her dad. "Let's look up the definition." He pulled out his phone and typed in the word.

"Energy," he read. "There are a few definitions. There's the physical or mental strength that allows you to do work." He looked at the forks and knives arranged neatly around the table. "Check. You've got that. Then, there's natural enthusiasm and effort." He smiled at her again. "Yep, you've got that, Miss Toaster Olympics Champion." Emily giggled. "And there's the usable power that comes from heat or electricity." He pointed to the toaster. "Like the kind that's toasting our bread right now."

Emily paused to take this in. "So are they all the same thing? The energy that powers the toaster and the energy that powers my *amaazing* toaster tricks?"

"I don't think so," said Emily's dad. "But maybe you'd better check with Mrs. Nelson. And report back to me. I want to know if I can plug you into the wall and power myself up for the day."

Mrs. Nelson was Emily's fifth-grade teacher. That morning, Emily stopped by her desk on the way to recess.

"Mrs. Nelson, where do you think my energy comes from?"

Mrs. Nelson looked confused. "Your energy?"

"Yes. My dad wants to know."

Mrs. Nelson threw back her head and whooped with laughter. "Ahhh-hahaha! I bet he does," she said. "We'll talk about this later in the year, but I'll give you a hint for now: it comes from your food."

Later, in the lunchroom, Emily asked Mrs. Jacobs, the lunch-lady, what this meant.

"Well," said Mrs. Jacobs, "I know that all food has calories, and calories are a way to measure energy, the same way we use inches to measure length." She shrugged. "But I don't know how all that energy ends up in our food in the first place. I guess you'd have to ask a farmer!"

As luck would have it, Farmer George came to the park near Emily's house every Thursday afternoon to sell his tomatoes and apples. And today was Thursday.

Her dad liked Emily's idea of going to interview Farmer George about energy. "You're quite the investigative journalist, Emily!" he said.

Farmer George was also delighted by Emily's question. "Burning calories of energy is what keeps us all moving. We couldn't live without them!" he said. "And my plants work hard to make those calories for you."

"Plants make energy? But *how*?" Emily asked, growing impatient. "I've been asking people all day!"

"Why, they use the best things on Earth," Farmer George said. "Sunshine, fresh air and water."

"But, how?"

"Well, plants are one of nature's energy factories. When the sun hits the leaves of say, a tomato plant, that tomato plant starts up like a machine. It takes in carbon dioxide from the air and water from the ground, and mixes them together. The heat from the sun helps to cook this all up into sugar. And that sugar is then stored in the plant for us to eat. Some plants store more calories than others, but they can all give you energy in the form of sugar." Farmer George paused. "There's more to it than this, but that's the simple version. Does that answer your question?"

Emily thought for a moment. "So, when I eat your tomatoes, I'm eating ... plant-made energy created by the sun, the air and water?"

"You got it."

Emily turned to her dad.

"So all you have to do to get my energy is to eat your vegetables, Dad!"

Emily's dad laughed. "I wish it were that easy, Emily. But still, I think that's probably very good advice."

Name: _____ Date: _____

1. Why is Emily's nickname "Energetic Emily"?

- A. She gives her dad energy.
- B. She has a lot of energy.
- C. She is interested in energy.
- D. She knows a lot about energy.

2. Emily asks questions throughout the story. What motivates Emily's questions to Mrs. Nelson, Mrs. Jacobs, and Farmer George?

- A. She wants to know what calories are.
- B. She wants to know how plants grow.
- C. She wants to know where energy comes from.
- D. She wants to know where food comes from.

3. The word "energy" has different meanings. What evidence from the passage supports this conclusion?

- A. Emily's dad wishes he could have some of Emily's energy.
- B. Emily gets an answer to the question, "Where does energy come from?"
- C. Emily's dad tells her to ask her teacher about energy.
- D. Emily's dad reads three definitions of energy from the dictionary.

4. How can Emily best be described?

- A. curious
- B. lazy
- C. tired
- D. kind

5. What is this passage mostly about?

- A. how to make breakfast
- B. the purpose of questions
- C. energy and where it comes from
- D. how food gives us energy

6. Why does the author have Emily asks so many questions about energy?

- A. so that the reader will become confused
- B. to tell the reader something they probably know
- C. to teach the reader facts about energy
- D. to make sure the reader is paying attention

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

Emily asks Mrs. Nelson and Mrs. Jacobs where she gets her energy. _____, she learns the answer from Farmer George.

- A. For example
- B. In contrast
- C. Currently
- D. Finally

8. What are calories?

9. What three things do plants use to make energy?

10. Explain how eating vegetables gives you energy.