

5th Grade

May 26 to June 4

In addition to the activities in the packet (if you have online access):

*Be sure your child is also logging onto Lexia and Imagine Math to meet their goals.

*They should also be reading a novel of their choice (at least 20 minutes a day).

*Checking their teacher's Google Classroom. **If they have online access, they do not need this packet.** All work will be posted on their teacher's Google Classroom with all necessary links and turned in through the provided links.

Each classroom teacher has set up Epic Books and given the students access to free books online for independent reading.

Please contact your child's fifth grade teacher with any questions!

chodges@bbsd.org

acarpenter@bbsd.org

dbunda@bbsd.org

ctorres@bbsd.org

lserdula@bbsd.org

All 5th grade teachers are using their Google Classrooms for online assignments. Zoom meeting links are also posted on Google Classroom.

Zoom meetings are used for online instruction with their teacher.

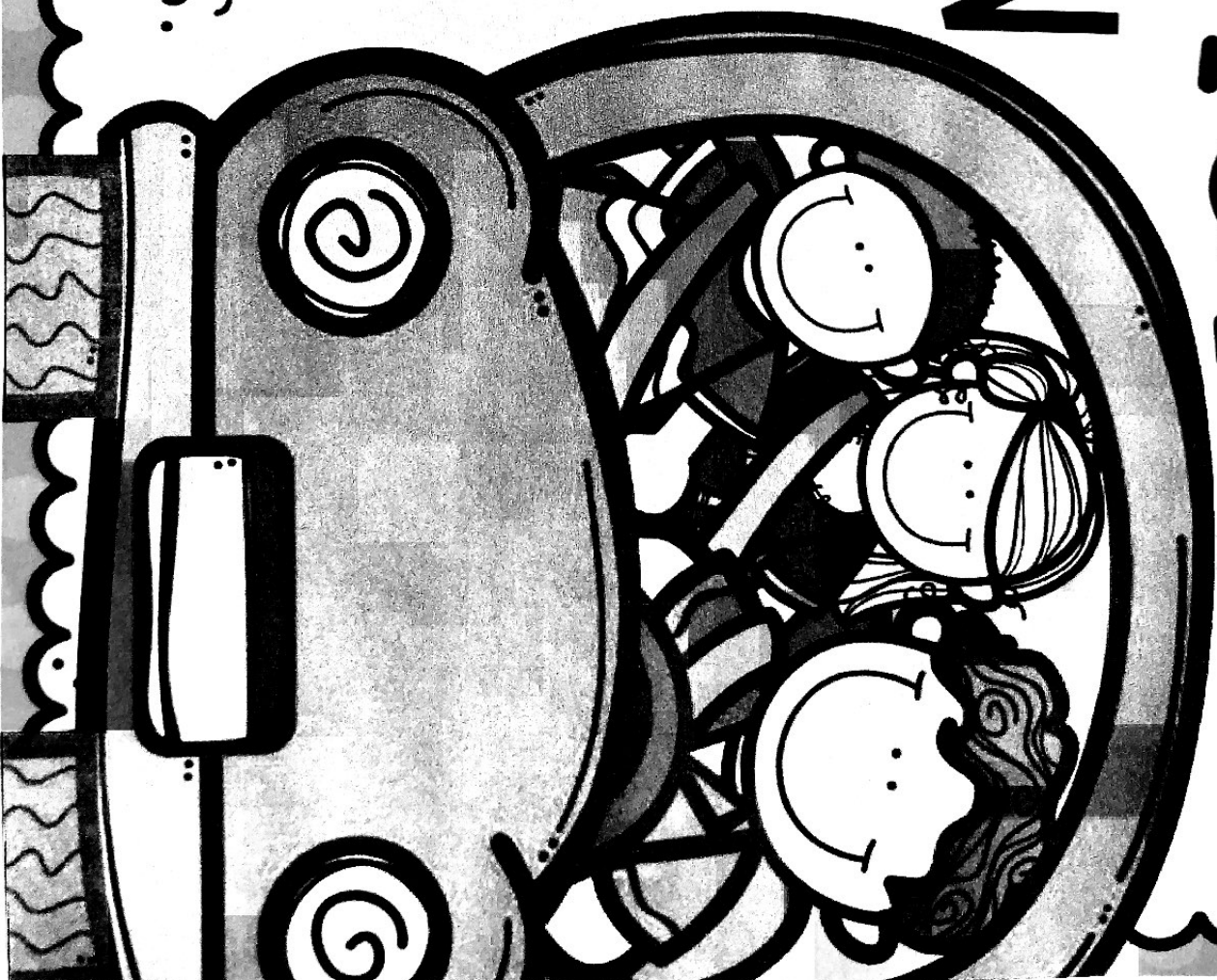
Fabulous 5th Graders: Keep working hard! We are very proud of you!!

Thank you parents and guardians for all your support at home!!

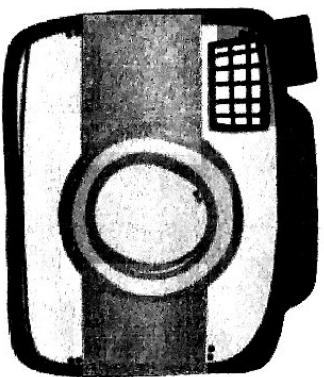
SUNGLASSES VACATION PLANNER

You can always
make money.

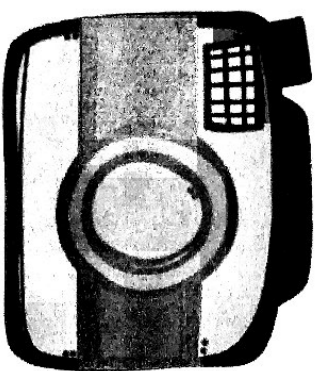
You can't always
make memories.



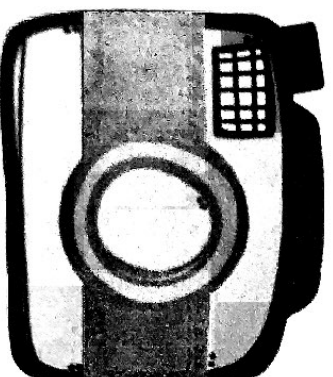
Directions



READ.



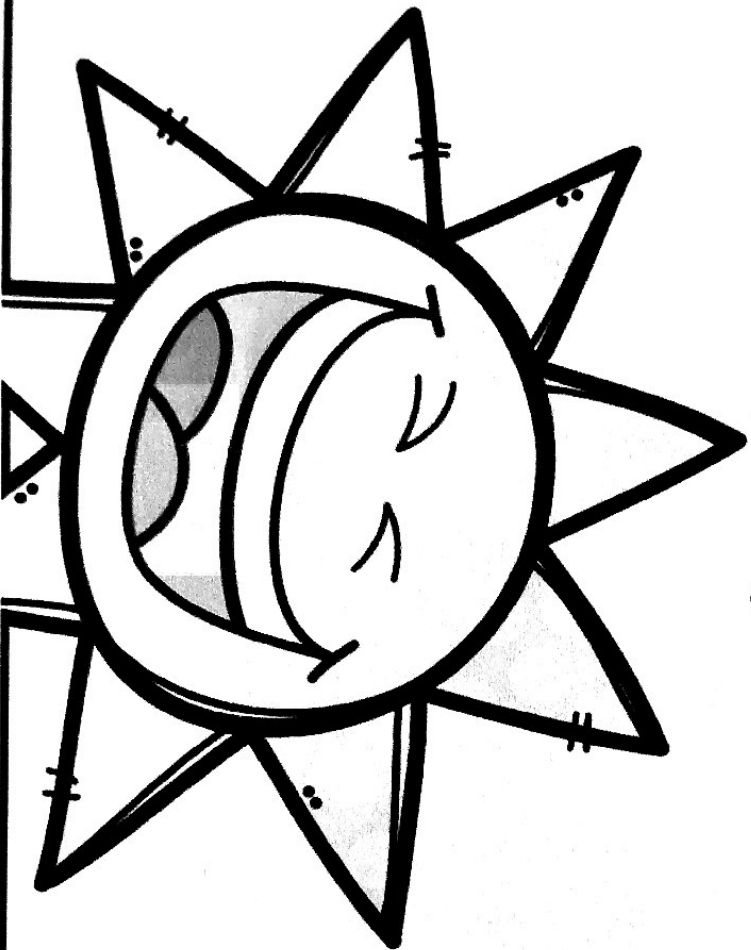
Solve on paper.



Record Answers.

VACATION BUDGET

Planning a vacation takes a lot of planning and budgeting. Use this page to record the cost of transportation, lodging, entertainment, and food. Be sure to stay within your budget!



Total Budget:

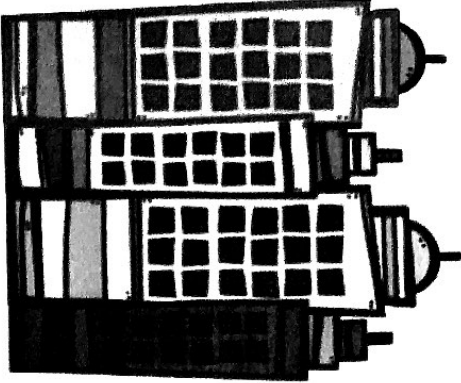
Transportation	
Method of Transportation:	<input type="text"/>
Total Cost:	<input type="text"/>

Lodging	
Lodging Choice:	<input type="text"/>
Total Cost:	<input type="text"/>

Entertainment	
Entertainment Options:	<input type="text"/>
Total Cost:	<input type="text"/>

Food & Drinks	
Total Cost:	<input type="text"/>

Total Vacation Cost:	<input type="text"/>
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LODGING

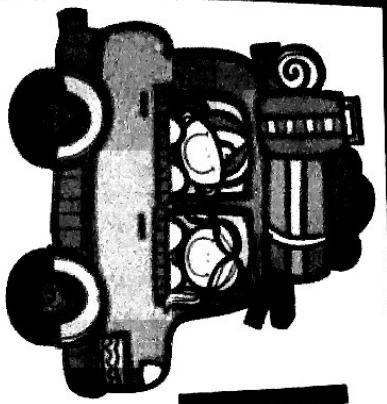
When planning your vacation, you will need to consider your lodging budget.

Will you stay in a hotel, condo, campsite, or something else? Explore various options in your area and record the prices below. What amenities will you need to have?

Place	Nightly Rate x # of Nights	Amenities
1		
2		
3		
4		

Which lodging option are you going to choose for your vacation? Why?

Type Here



ROAD TRIP *Travel* INFORMATION

Gas prices and miles per gallon are critical when planning a trip by car. Here's the information you'll need to plan your trip!

\$2.63

AVERAGE GAS PRICE

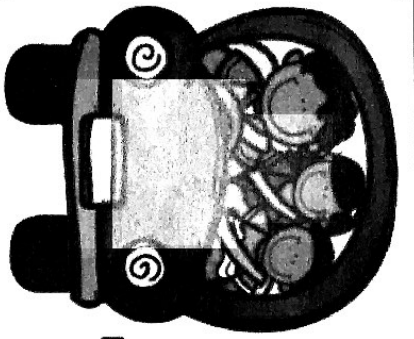
MPG

MILES PER GALLON

Ford Focus	28 MPG
Honda Accord	33 MPG
Honda CRV	29 MPG
Chrysler Pacifica	22 MPG
Dodge Caravan	20 MPG
Toyota Camry	34 MPG
Dodge Charger	23 MPG
Chevy Impala	22 MPG

Ford Mustang	25 MPG
Chevy Silverado	19 MPG
Chrysler Pacifica	22 MPG
Jeep Cherokee	27 MPG

Don't see your car? Use your favorite search engine to search MPG and the type of car your parents drive!



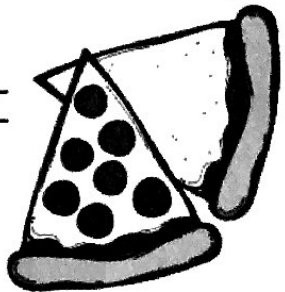
TRANSPORTATION

When planning travel expenses, you often need to explore the prices of several methods of transportation. Use this page to record the prices you find for each of the following methods. Then, select the one that fits your budget.

Personal Vehicle	Rental Car	Bus
Total Miles Traveled ÷ MPG _____	Total Miles Traveled ÷ MPG _____	Number of Tickets x Price of Ticket _____
Gallons x Average Gas Price _____	Gallons x Average Gas Price _____	Plane Number of Tickets x Price of Ticket _____
	Total Gas Cost + Rental Car Cost _____	

Which method of transportation are you going to choose for your vacation? Why?

FOOD & DRINKS

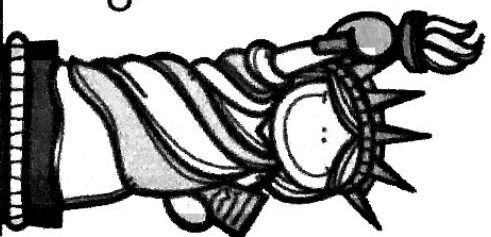


When planning a trip, you must have a plan and a budget for all meals. Make a plan for feeding your family. Keep in mind that some hotels offer free breakfast. You will also need to look at local restaurants and their menus!

Explain how you determined the budget for each meal.

	Day One	Day Two	Day Three	Day Four
Meal				
Where?				
Cost?				
Breakfast				
Lunch				
Dinner				
Breakfast				
Lunch				
Dinner				
Breakfast				
Lunch				
Dinner				
Total Cost:				

ENTERTAINMENT



Entertainment is the best part of vacation! Take the time to find four activities that you would like to do while on your vacation. These could be things like going to the zoo, a theme park, a national park, or plays.

	Place	# of Tickets x Cost	Interesting Facts
1	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>	<input type="text"/>

Rate your entertainment options. What activity do you want to do the most? The least? Depending on your budget, you may not be able to do all four items.

DAILY ITINERADRY

Day One

Day Two

Day Three

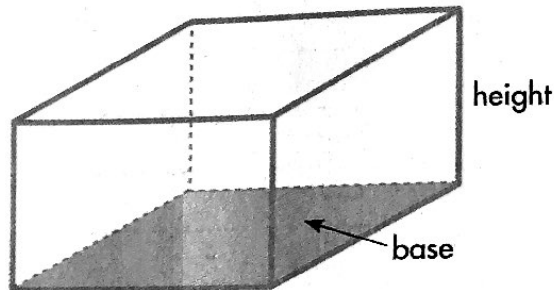
Day Four

How Can You Find the Volume of a Rectangular Prism When the Area of the Base Is Given?

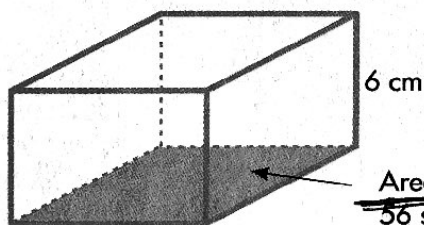
Carrie needs to know how much sand will fill a rectangular prism for her science project. The area of the base of a rectangular prism is 56 square centimeters. The prism's height is 6 centimeters. You know that $V = \ell \times w \times h$. Here is another formula for the volume of a rectangular prism:

Volume = $B \times h$, where B is the area of the base.

You can find B , the area of the base of the rectangular prism by using the area formula $A = \ell \times w$.



Find the volume of the rectangular prism if the area of its base is 56 square centimeters and its height is 6 centimeters.



$$V = B \times h$$

$$V = 56 \times 6$$

$$V = 336 \text{ cm}^3$$

So, the volume of the rectangular prism is 336 cm^3 .



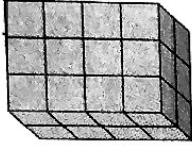
Convince Me! Reasoning In the example above, what are possible length and width dimensions of the base of the rectangular prism? Explain.

Homework & Practice 10-3

Volume of Prisms

Another Look!

What is the volume of the rectangular prism?



Use the formula $V = B \times h$ and cubes to help.

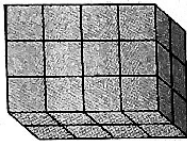


$$V = B \times h$$

B = the area of the base

h = height

What is the area of the base?



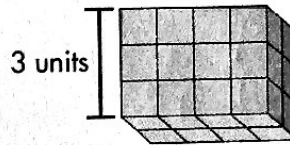
base →

$$A = \ell \times w$$

$$A = 4 \times 2$$

$$A = 8 \text{ units}^2$$

What is the height, h ?



The prism is 3 units tall.

Use the values to complete the formula.

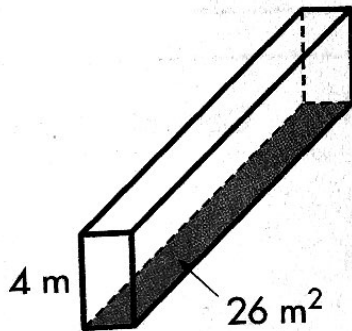
$$V = B \times h$$

$$V = 8 \times 3$$

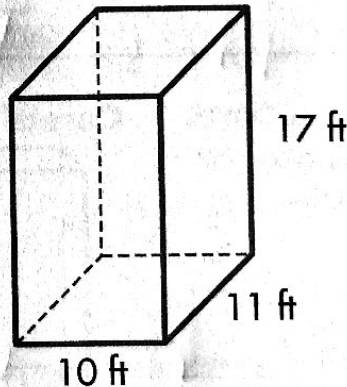
$$V = 24 \text{ units}^3$$

In 1–6, find the volume of each rectangular prism.

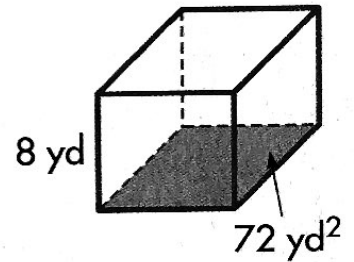
1.



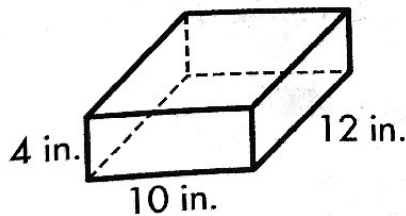
2.



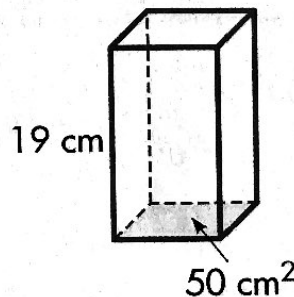
3.



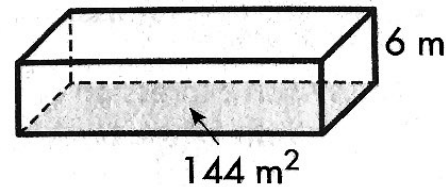
4.



5.

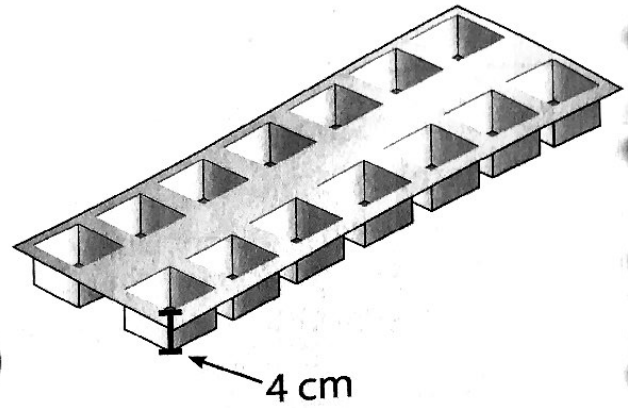


6.



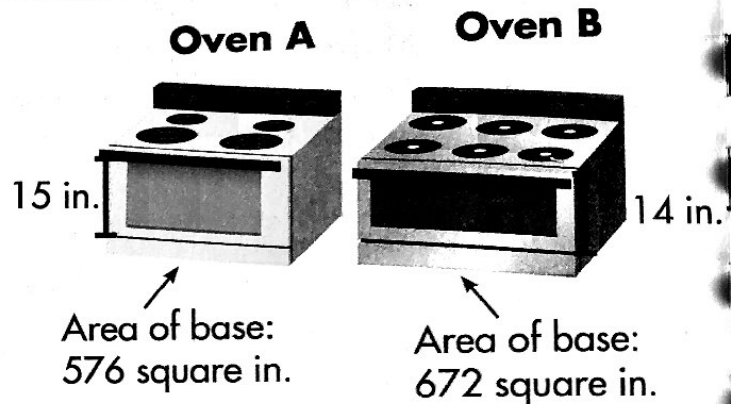
Problem Solving

11. Make Sense and Persevere Use the drawing of the ice cube tray. Each small ice cube section has a base with an area of 20 square centimeters. What is the volume of all the ice cube sections in the tray?



What operation(s) do you need to use to solve this problem?

12. Higher Order Thinking Two ovens have measurements as shown. Which oven has a greater volume? How much greater is its volume? Show your work.



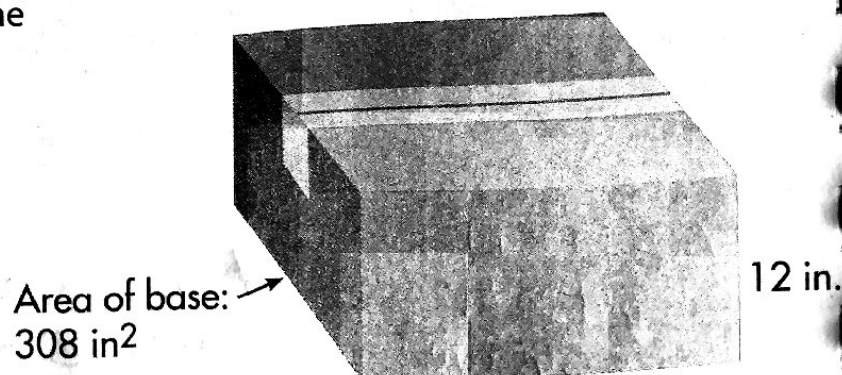
13. Reasoning The perimeter of an equilateral triangle is 51 feet. What is the length of one of its sides? Explain your work.

14. Number Sense Harry is in line at the store. He has 3 items that cost \$5.95, \$4.25, and \$1.05. Explain how Harry can add the cost of the items mentally before he pays for them.

✓ Assessment

15. Which expression can be used to find the volume of the carton in cubic inches?

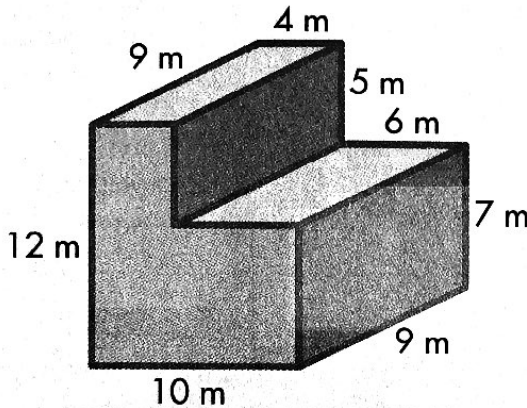
- (A) $(12 \times 12) + 308$
- (B) $12 \times 12 \times 308$
- (C) $308 + 12 + 308 + 12$
- (D) 308×12



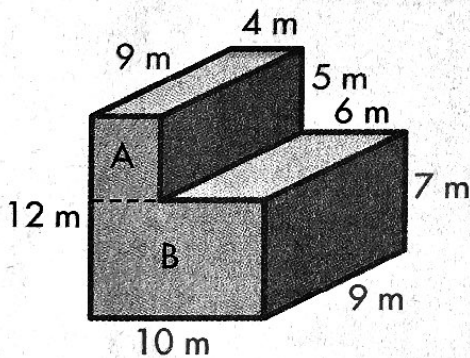
How Can You Find the Volume of a Solid Figure Composed of Two Rectangular Prisms?

The shape and size of a storage building are shown in the figure. The building supervisor wants to find the volume to determine how much storage space is available. What is the volume of the building?

You can find the volume of this figure by finding the volume of two rectangular prisms that make up the figure.



B The building can be separated into two rectangular prisms as shown. Identify the measurements for the length, width, and height of each prism.



C Use the formula $V = \ell \times w \times h$ to find the volume of each rectangular prism.

Volume of Prism A

Volume of Prism B

$$\begin{aligned} V &= \ell \times w \times h \\ &= 4 \times 9 \times 5 \\ &= 180 \end{aligned}$$

$$\begin{aligned} V &= \ell \times w \times h \\ &= 10 \times 9 \times 7 \\ &= 630 \end{aligned}$$

Add to find the total volume.

$$180 + 630 = 810$$

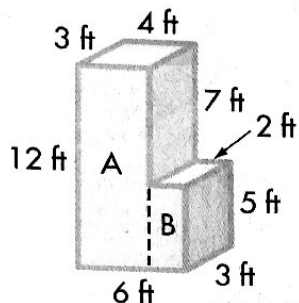
The volume of the storage building is 810 cubic meters.

Convince Me! Reasoning What is another way to divide the solid above into two rectangular prisms? What are the dimensions of each prism?

★ Guided Practice ★

Do You Understand?

In 1 and 2, use the solid below. The dashed line separates it into two rectangular prisms, A and B.

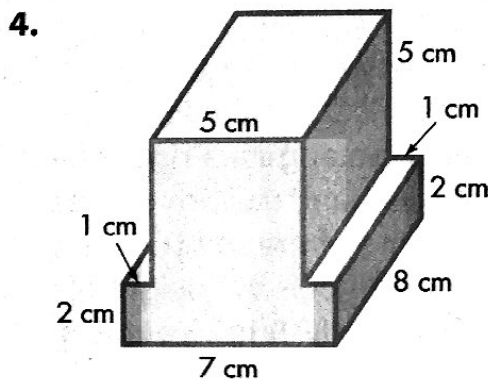
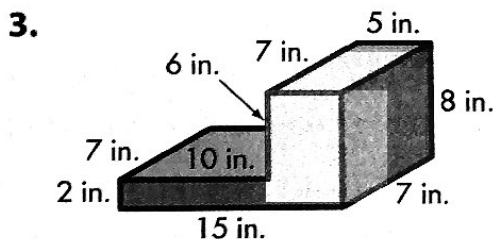


1. What are the length, width, and height of Prism A? What are the length, width, and height of Prism B?

2. What is another way you could separate the shape into two rectangular prisms? What are each prism's dimensions?

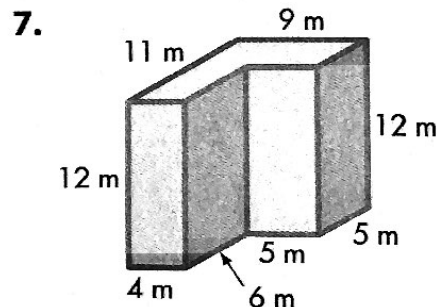
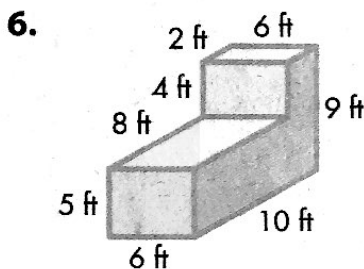
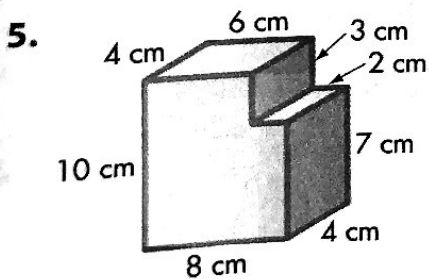
Do You Know How?

In 3 and 4, find the volume of each solid figure.



★ Independent Practice ★

In 5-7, find the volume of each solid figure.



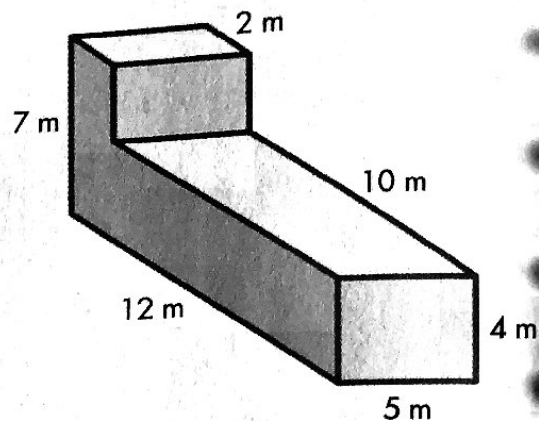
Problem Solving

For 8–10, use the drawing of the solid figure.

8. **Make Sense and Persevere** How would you find the volume of the figure shown?

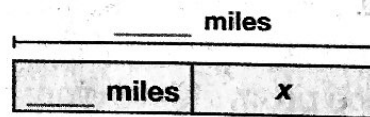
9. **Algebra** Write two expressions that can be added to find the volume of the solid figure.

10. What is the volume of the solid figure?



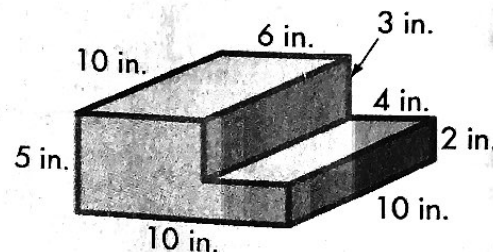
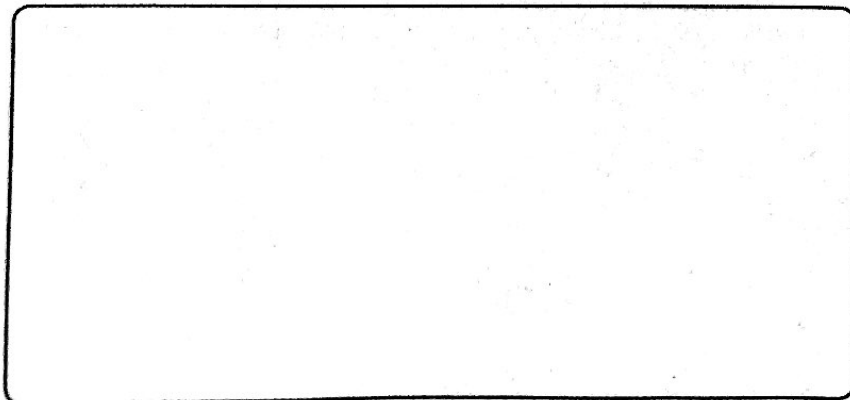
11. **Higher Order Thinking** A solid figure is separated into two rectangular prisms. The volume of Rectangular Prism A is 80 cubic feet. Rectangular Prism B has a length of 6 feet and a width of 5 feet. The total volume of the solid figure is 200 cubic feet. What is the height of Rectangular Prism B? Show your work.

12. **Model with Math** The Peters family will drive 615 miles to reach their vacation destination. If they drive 389 miles the first day, how many miles will they drive the second day? Complete the bar diagram to help.



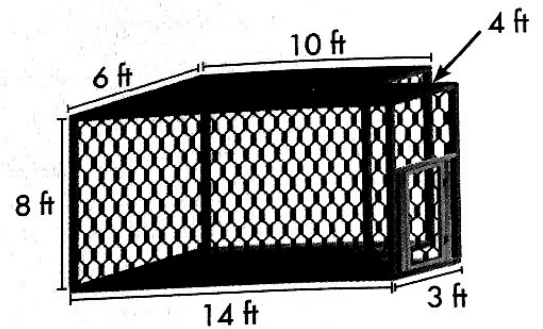
✓ Assessment

13. Draw a line to separate the solid figure at the right into two rectangular prisms. Then write an expression for the volume of the solid figure.



How Can You Use Volume Formulas to Solve Real-World Problems?

The nature center has a large bird cage called an aviary. It consists of two sections, each shaped like a rectangular prism. There needs to be 10 cubic feet of space for each bird. How many birds can the nature center have in the aviary?



You can make sense of the problem by breaking it apart into simpler problems.



B Find the volume of each section. Use the formula $V = \ell \times w \times h$.

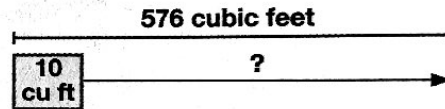
Small section:
 $V = 4 \times 3 \times 8 = 96$

Large section:
 $V = 10 \times 6 \times 8 = 480$

Add to find the total volume:
 $96 + 480 = 576$

The combined volume is 576 cubic feet.

C Divide to find the number of birds that will fit.



$$576 \div 10 = 57.6$$

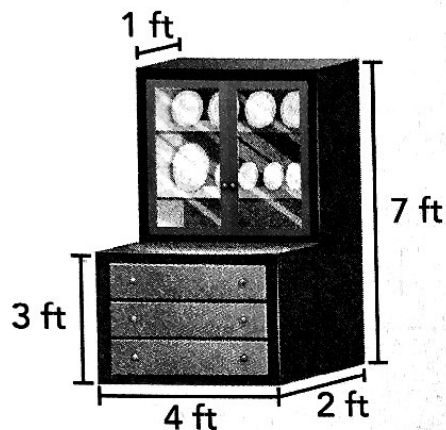
The nature center can put 57 birds in the aviary.

Convince Me! Critique Reasoning Tom solved the problem a different way. First he found the total area of the floor, and then he multiplied by the height. Does Tom's method work? Explain.

★ Guided Practice

Do You Understand?

1. How can you find the volume of the china cabinet?

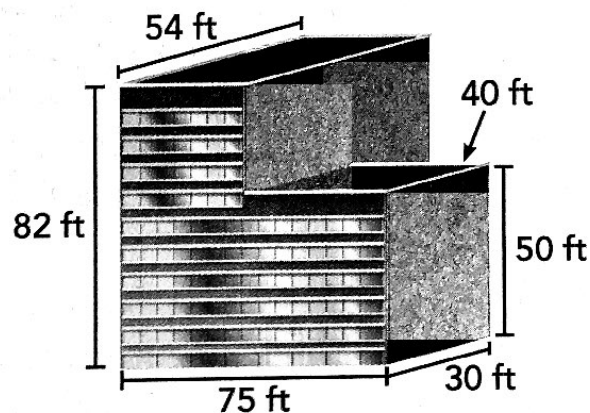


2. **Reasoning** What is the height of the top section of the china cabinet? Explain.

3. Find the volume of the china cabinet.

Do You Know How?

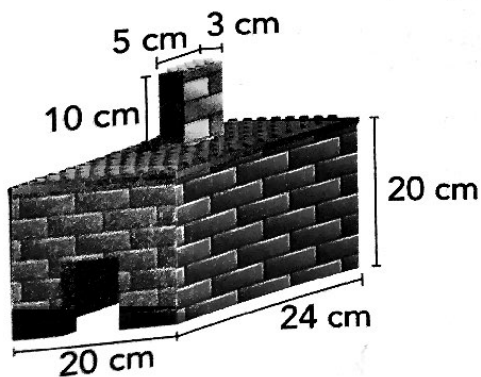
4. Find the volume of the building below.



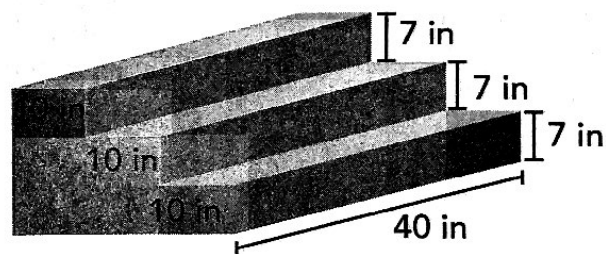
5. The nature center has a fish tank shaped like a rectangular prism that measures 6 feet long by 4 feet wide by 4 feet high. It can be stocked safely with 3 small fish in each cubic foot of water. How many small fish can safely fit in the tank?

★ Independent Practice

6. Sophie built a house out of building blocks. Find the volume of the house Sophie built.

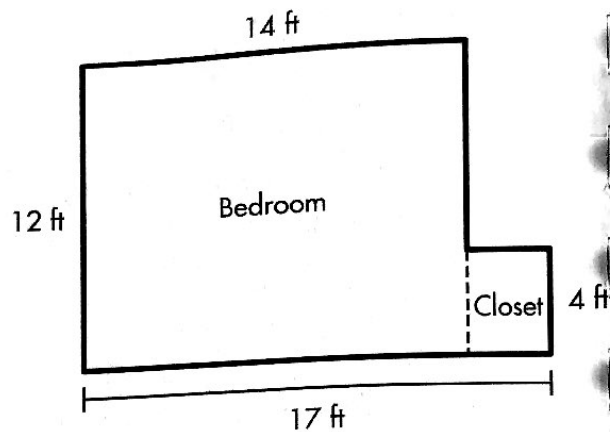


7. How many cubic inches of concrete would it take to make these stairs?



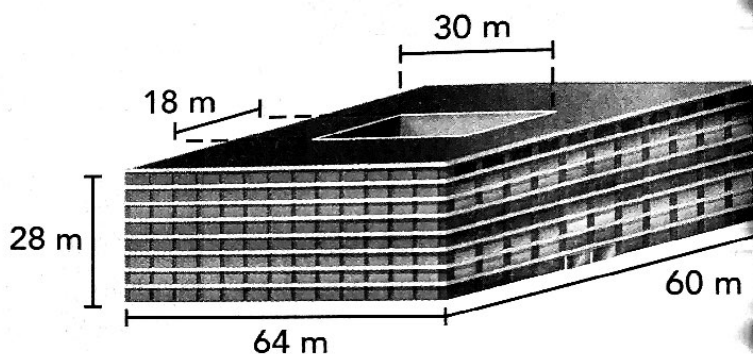
Problem Solving

8. A floor plan of Angelica's bedroom and closet is shown at the right. The height of the bedroom is 9 feet. The height of the closet is 7 feet. What is the total volume of the bedroom and the closet?



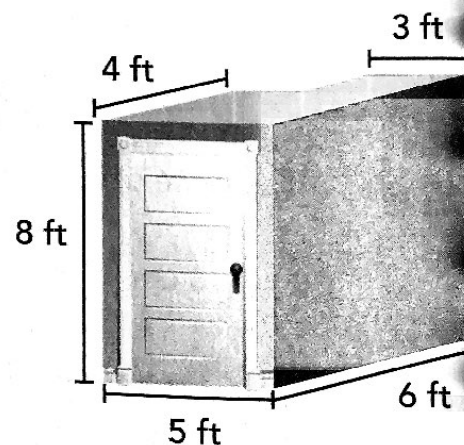
9. **Critique Reasoning** Does it make sense for Angelica to find the combined area of the bedroom floor and closet before finding the total volume? Explain your thinking.

10. **Higher Order Thinking** An office building surrounds a rectangular open-air courtyard. What is the volume of the building? How did you find the answer?

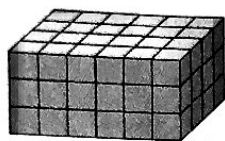


Assessment

11. Mrs. Bhatia's closet consists of two sections, each shaped like a rectangular prism. She plans to buy mothballs to keep the moths away. She needs one box for every 32 cubic feet of space. How many boxes should she buy? Explain how you found the answer.



1. Julio used unit cubes to make a rectangular prism. What is the volume of the prism?



- (A) 18 cubic units
- (B) 54 cubic units
- (C) 72 cubic units
- (D) 108 cubic units

2. Draw lines to match the volume of a prism on the left with its possible dimensions on the right.

45 cm³

3 cm, 4 cm, 5 cm

56 cm³

3 cm, 3 cm, 5 cm

60 cm³

2 cm, 4 cm, 9 cm

72 cm³

2 cm, 4 cm, 7 cm

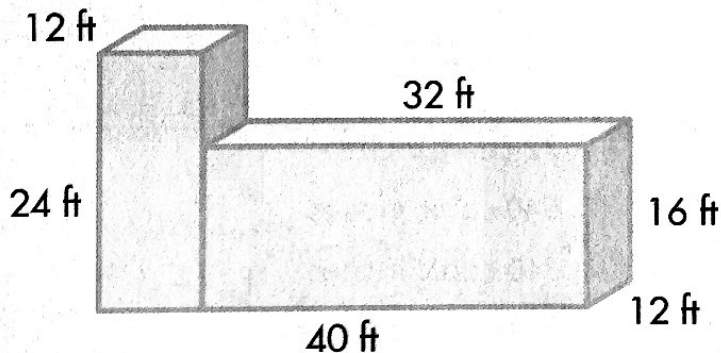
3. A swimming pool is 50 meters long, 15 meters wide, and 3 meters deep. What is the volume of the pool?

- (A) 4,500 cubic meters
- (B) 2,250 cubic meters
- (C) 900 cubic meters
- (D) 750 cubic meters

4. A small building has the dimensions shown.

Part A

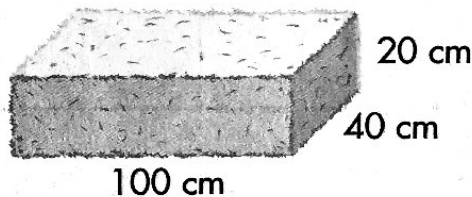
Write an expression for the total volume of the building.



Part B

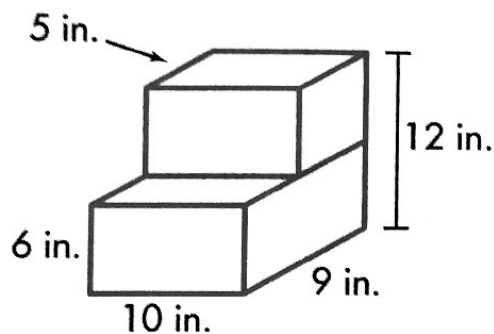
What is the volume of the building?

5. Choose all the expressions that could **NOT** be used to find the volume of the bale of hay.



- 100 × 40
- 4,000 × 20
- (100 + 40) + 20
- (100 × 40) × 20
- (100 × 40) + 20

6. Madeline made the wooden steps shown. What is the volume of the steps?



- (A) 72 cubic inches
- (B) 540 cubic inches
- (C) 840 cubic inches
- (D) 1,080 cubic inches

7. For her science project, Jada wants to build a rectangular prism out of foam block. The block should have a volume of 350 cubic inches and a height of 5 inches.

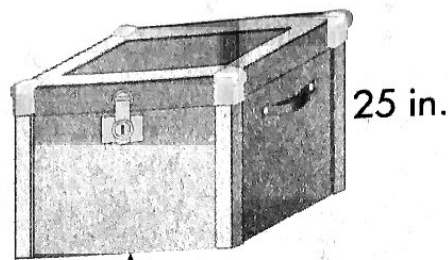
Part A

What tool can help Jada find possible dimensions for the base of the block? Explain.

Part B

Give one pair of possible whole-number dimensions for the base.

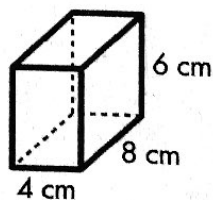
8. What is the volume of the trunk shown?



Area of base: 750 in^2

9. Martin's suitcase has a volume of 1,080 cubic inches. Lily's suitcase measures 9 inches wide, 13 inches long, and 21 inches high. What is the combined volume of the two suitcases?

10. For questions 10a–10d, choose Yes or No. Can the expression be used to find the volume of the box in cubic centimeters?



- 10a. 8×6 Yes No
- 10b. 32×6 Yes No
- 10c. $(4 \times 8) + 6$ Yes No
- 10d. $(4 \times 8) \times 6$ Yes No

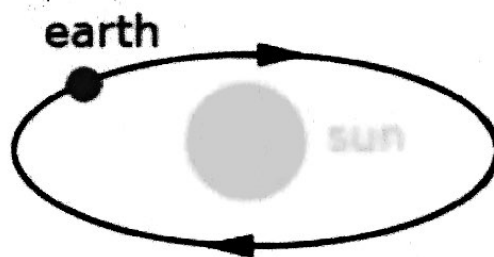
Why Is It Colder in the Winter Than in the Summer?

by Dr. Hany Farid

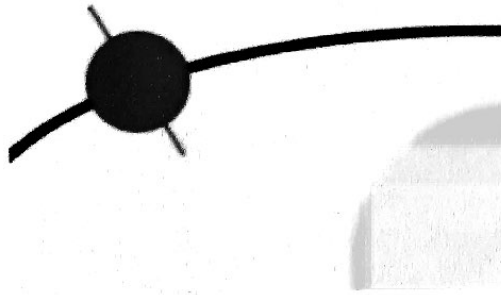
The earth's axis of rotation is tilted relative to the earth's path around the sun. As a result we are tilted towards the sun in the summer and away from the sun in the winter. Read on for a more detailed explanation.



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

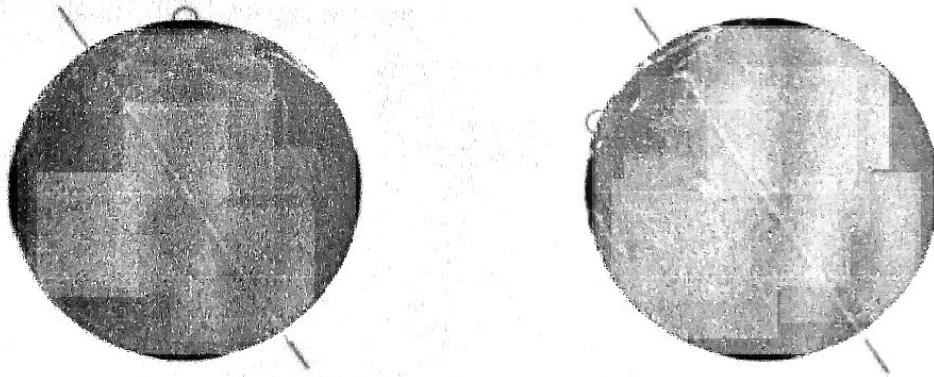


Fact 2. The earth orbits the sun, and one full revolution takes (approximately) 365 earth days, or one earth year.



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

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



Name: _____ Date: _____

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

- A. the sun's position in space
- B. Mars's axis of rotation
- C. the sun's axis of rotation
- D. the earth's axis of rotation

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

- A. The earth is tilted away from the sun in the summer but towards the sun in the winter.
- B. The earth is tilted slightly towards the sun in the summer and much farther towards the sun in the winter.
- C. The earth is tilted towards the sun in the summer but away from the sun in the winter.
- D. The earth is tilted slightly away from the sun in the summer and much farther away from the sun in the winter.

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

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

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

- A. The arrow represents the earth's rotation.
- B. The arrow represents the earth's axis.
- C. The arrow represents the earth's tilt.
- D. The arrow represents the earth's equator.

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

- A. a place on the earth that receives less light in winter than in summer
- B. the earth's rotation
- C. the earth's axis
- D. the earth's path around the sun

5. What is the main idea of this text?

- A. The earth rotates around the sun approximately every 365 days.
- B. The earth rotates around its axis once every 24 hours.
- C. The axis around which the earth rotates is tilted by 23.5 degrees relative to the earth's path around the sun.
- D. Winter is colder than summer because earth's axis of rotation is tilted.

6. Read these sentences from the text.

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

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

- A. rises
- B. falls
- C. shrinks
- D. turns

7. Read these sentences from the text.

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

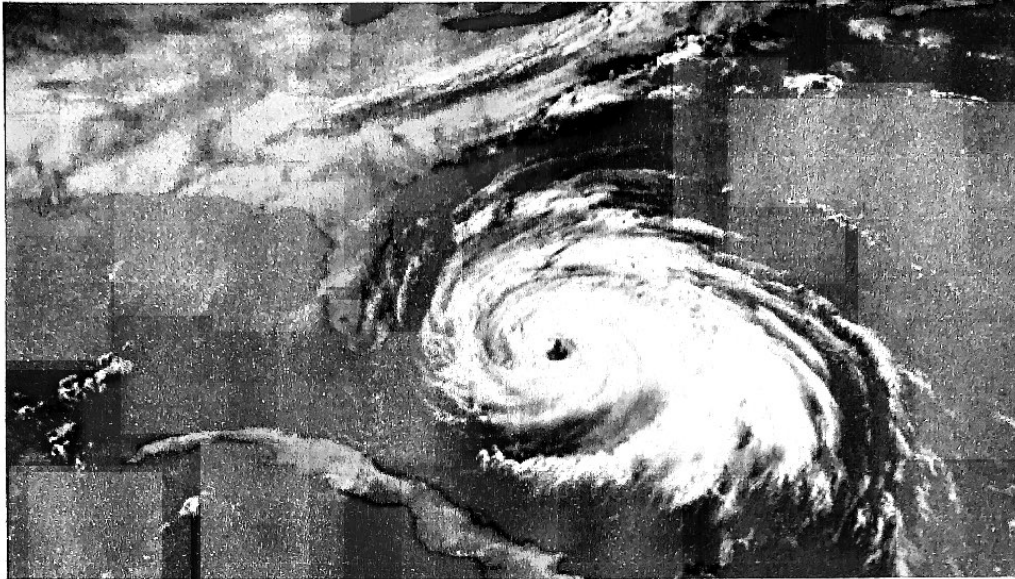
Which word or phrase could replace "as a result" without changing the meaning of these sentences?

- A. consequently
- B. primarily
- C. for example
- D. however

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

Earth Science: Hurricanes

by ReadWorks



Hurricane Fran, 1996

Hurricanes are tropical storms that start in the ocean waters near the equator. The storm moves its way north where the air is cooler. The wind gets stronger and the rain gets heavier. The "eye of the storm" is located in the center of the storm. It is the storm's calmest part. There is no rain in the eye and it can spread across 20 miles. The winds around the eye can blow as much as 200 miles per hour. They have the ability to uproot trees from of the ground. They can also blow glass out of windows.

In the United States, summer and early fall are hurricane season. Every new season, tropical storms are labeled. The names follow alphabetical order, and alternate between male and female names. For example, the first hurricane may be Hurricane Andrew, then Barbara, Christopher, Deborah, Ephraim, etc.

Hurricanes can last up to 14 days long. They travel for thousands of miles across the ocean. Most of the time they never reach the coast of the US, but when they do hit the coast, conditions become very dangerous. When water levels rise, there can be floods and mudslides. Houses close to the shore can be wiped out, and the people who live there can be in grave danger.

Name: _____ Date: _____

1. Where do tropical storms start?

- A. by the North Pole
- B. on the coast
- C. in the ocean, near the equator
- D. on land, near the equator

2. What does the text describe?

- A. examples of destructive hurricanes
- B. how hurricanes form
- C. how hurricanes differ from tornadoes
- D. how people should prepare for hurricanes

3. Read the following sentences from the text:

"A tropical cyclone is a very strong tropical storm that starts in the ocean waters near the equator. The storm moves its way toward where the air is cooler, which is usually away from the equator. The wind gets stronger, and the rain gets heavier."

What can be concluded about a tropical storm as it moves away from the equator?

- A. It disappears.
- B. Its strength does not change.
- C. It gets weaker.
- D. It gets stronger.

4. Read the following sentences: "When water levels rise, there can be floods and mudslides. Houses close to the shore can be wiped out, and the people who live there can be in **grave** danger."

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

- A. vague
- B. little
- C. life-threatening
- D. a burial site

5. What is the main idea of this passage?

- A. Depending on the location of a tropical cyclone, it is known as a hurricane, a typhoon, or a cyclone.
- B. When a storm becomes as big as a tropical storm, it receives a name.
- C. The "eye of the storm" is the calmest part of a storm.
- D. Hurricanes are intense storms that can cause major damage.

6. Based on the text, explain which part of the hurricane is most dangerous. Use evidence from the text to support your answer.

7. Why might a hurricane be very dangerous for the people in its path when it makes landfall?

8. Choose the answer that best completes the sentence.

Hurricanes may cause a lot of damage. _____, they may uproot trees and blow glass out of windows.

- A. Consequently
- B. For example
- C. However
- D. Even though

Saving Anna's Family

by ReadWorks

Christine closed the door to Anna's room. Inside, her friend had fallen asleep while they watched their third movie of the evening.

Downstairs, Christine's mom, Donna, was grasping Anna's mother Sheila around the shoulders. "We should go," she said. "Get some rest, huh?"

Sheila nodded, blew her nose, and then reached an arm out for Christine. Christine snaked her own skinny arm around both women, awkwardly, patting them both on the back.

On the car ride home, Christine worked up the courage to ask the question on her mind.

"Mom? Why was Sheila crying?"

She thought she knew the answer, of course: Anna's cancer. Anna had been missing a lot of school, losing hair, and sitting through, Christine knew, hours of chemotherapy sessions, in which her doctors dripped poisonous drugs into her veins in order to pinpoint and kill the cancer cells. The poison was never enough to kill Anna herself, luckily, but she'd told Christine that it left her bones feeling rubbery and her tongue rough and raw.

In the past, Anna had been the neighborhood do-gooder, always going door to door for various causes: the local animal shelter, suffering children in Africa, or the families who'd lost their homes to fire or foreclosure that she'd seen on the news. Now Anna could barely feed herself, when she had an appetite at all.

The doctors had hope for her recovery, Sheila had told Donna before, because Anna was strong and young and ready to fight. But still, Christine thought, it seemed so unfair when bad things like this happened to good people.

After a moment, Christine realized her mother hadn't answered her question. "It's Anna, isn't it?" she prompted her.

"Well, yes and no," said Donna.

"What do you mean?"

"Well..." Donna trailed off, then looked at her daughter, sitting tall and attentive in the passenger seat. "It's complicated, but I guess you're old enough to understand."

"Understand what?"

"Understand that Anna is sick, yes, but Anna actually gets a lot of help. The government helps pay for a lot of her medicine. She gets meals delivered to her by a nonprofit. She even gets massages from local volunteers."

"Wow!"

"Her life's still very hard, of course, and no one would trade places with her, but when you have cancer, everyone can see that you need help," continued Donna. "They don't always see that the people around you are suffering."

"People like Sheila?"

"Yes, and that's why it's so hard to talk about," said Donna, looking uncomfortable. "Anna's whole family is struggling, and yet they don't want to complain because of poor Anna. They feel invisible."

"What do you mean?"

"Well, did you know that Sheila took a break from her job to stay home with Anna?"

"No!" Christine was surprised. She had never thought about who took Anna to her appointments, or fed her when she was too weak to lift a spoon. Of course it was her parents.

"Yes. So that means that many of the things they used to do with that extra money-pay for braces, vacations, new school supplies-that's all out the window now. Not just for Anna, but for her brothers, too."

"Wow." Christine looked down at her lap. She remembered spending each summer in a new state park with Anna and her family, exploring the mountains of Yosemite or the beaches of Maine. That was all gone now? For her, too?

"Yes. They're even worried now about keeping the house."

"Their *house*? So Anna might have to move, while she's sick?"

"If she doesn't get better soon, and the bills keep piling up..." Donna pulled into the driveway, and just in time. Her cheeks were shining with tears. She fumbled around with the latch to the glove box, where she always kept a stash of wrinkled Kleenex.

"Mom, we have to do something!" Christine balled her hands into fists, cutting into her palms

with the edges of her nails.

"Honey, we're not so rich ourselves," Donna said, then buried her face in the tissue. Her shoulders heaved. "I don't know what we can do."

"There has to be something," Christine said firmly. "We just have to ask ourselves: What would Anna do?"

TO: JESSE, ANDRES, EMILY

FROM: CHRISTINE

RE: ANNA

Guys. Anna's family needs our help. They're low on funds. They might lose their house while they're taking care of Anna. What can we do?

TO: ALL

FROM: JESSE

RE: ANNA

I could sell my guitar?

TO: ALL

FROM: ANDRES

RE: ANNA

Uh, we could give them free coffee from my aunt's cafe??

TO: ALL

FROM: EMILY

RE: ANNA

Not sure? My dad and I take yummy food to my grandma sometimes... we could bring them some?

TO: ALL

FROM: MADDIE

RE: ANNA

I could make them a cheer-up card in Photoshop. My brother just started teaching me!

TO: ALL

FROM: CHRISTINE

RE: ANNA

Music, coffee, food, art...all good ideas. Sounds more like a party though...

WAIT THAT'S IT!

Okay, I've got it! Meet at lunch tomorrow!

The day of the party seemed to fly by. After school, the friends lugged a big cardboard box of supplies to Andres' aunt's coffee shop, where Jesse was setting up his guitar, and Emily and her father were laying out baked goods and soup for sale. Christine pulled out a shoebox they'd decorated for donations, several photos of Anna they'd printed the day before, and some of the flyers that Maddie and her brother had made to advertise their fundraising bash.

At 6 p.m., the friends were surprised to see a line of impatient middle schoolers and their families circling the block, waiting for the party to start. Everyone who'd been touched by Anna's good deeds, it seemed, had come to return the favor: the animal shelter employees, the families from the news, plus the many kids from school that she'd tutored or saved from bullying or just said hello to in the hallway when no one else would. They scarfed down the cookies and they stuffed the donation box, and when Jesse strummed the chords to Anna's favorite songs,

they all sang along.

All together, they raised several thousands of dollars, more money than Christine had ever seen in her life. "No wonder Anna loved doing this for people," she thought. "It feels amazing."

But the best part, she mused later, was when Anna came through the door with her family, lured there with promises of chocolate cake and live music. Sheila saw the photos of Anna on the walls and started to bawl. Anna's brothers couldn't stop laughing and high-fiving their friends. Her dad lingered over the food, lapping up soup like he hadn't had a home-cooked meal in weeks. And Anna, wrapped in a blanket and tucked into a booth, just sat there smiling as Christine held her tightly.

"I was never going to give up," Anna whispered to her friend. "But I was afraid they were going to." She kissed Christine on the cheek.

"Now, I know that they've got a reason to keep going, too. They know that they've got a family to look out for them, to take care of them when they're too tired," Anna said. "They know that they're not invisible anymore."

"No way," Christine said, motioning to the group of teenagers who had come to her aid, to the roomful of neighbors all singing together. "We're *all* family."

"I think," said Anna, "that they see that now."

Name: _____ Date: _____

1. What illness is Anna struggling with?
 - A. influenza
 - B. pneumonia
 - C. cancer
 - D. bronchitis

2. How do Christine and her friends attempt to solve Anna's family's money problem?
 - A. They throw a party to raise money for Anna's family.
 - B. They sell their most valuable possessions, like Jesse's guitar.
 - C. They hold a bake sale to raise money for Anna's family.
 - D. They cook soup for Anna's family so they don't have to make dinner.

3. Anna's family earns less money than they used to before Anna got cancer. What evidence from the passage best supports this conclusion?
 - A. Anna's family is struggling, but they don't want to complain because of Anna.
 - B. Anna gets help from the government to pay for a lot of her medicine.
 - C. Anna's family is worried about what will happen if the bills keep piling up.
 - D. Anna's mom is taking a break from her job to stay home with Anna.

4. How has Anna's illness impacted the rest of her family?
 - A. Her family has gotten sick.
 - B. Her family has had to make sacrifices and alter their lifestyle.
 - C. Her family has lost their home and has been forced to move away.
 - D. Her family has been alienated by their friends and members of their community.

5. What is this story mostly about?
 - A. Christine and her friends brainstorm ways to help Anna's family keep their house.
 - B. Anna's family struggles to pay their bills while taking care of their daughter with cancer.
 - C. Christine and her friends throw a party to support Anna's struggling family.
 - D. Christine learns that Anna's family is having money trouble due to Anna's cancer.

6. Read the following sentences:

"Mom? Why was Sheila crying?"

"[...] After a moment, Christine realized her mother hadn't answered her question. 'It's Anna, isn't it?' she **prompted** her.

"Well, yes and no,' said Donna."

As used in the sentence, what does the word "**prompt**" mean?

- A. make a person be quiet
- B. speak in a quiet voice
- C. speak in a loud voice
- D. push a person to talk

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

Christine and her friends want to help Anna's family, _____ they organize a party to support Anna's family and raise money for their bills.

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

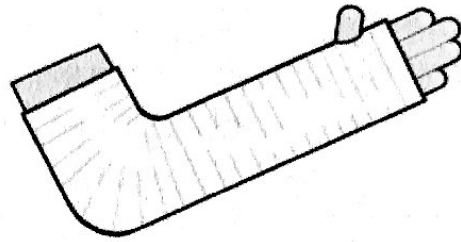
8. Why is Anna's family having money problems?

9. Why does Anna's family feel invisible?

10. Were Christine and her friends able to help Anna's family feel less invisible? Explain why and how. Support your answer with information from the passage.

The Summer of the Cast

by James Folta



Oddly, one of the best summers I ever spent was the summer my little sister broke her arm. She broke it toward the end of the school year and spent the warm summer months unable to swim. My sister, Amanda, didn't mind the broken arm so much. She just hated that it kept her from doing her favorite thing: swimming.

Amanda was the happiest swimmer I have ever seen. She seemed more content in water than she did on land. If we spent a day at the beach or at a pool, Amanda would be in the water the entire day. This is not an overstatement—we would arrive and she would lay out her towel, place her flip flops carefully beside it, then walk into the water. When it was time to head home, one of us would have to walk to the water and fetch her. She would pout and protest, then do one last handstand, walk out of the water, and collect her towel and flip flops, still in the exact place she had left them.

It came as a surprise to all of us that Amanda was the first child in our family to break a bone. She was sweet and smart with messy blond hair. She preferred to sit back and puff up her cheeks, watching everything from a distance rather than get involved. She was active, but remarkably careful. She had a sense of danger that kept her from even bruising herself.

I was almost the complete opposite. My only speed was overenthusiastic, reckless sprinting. I couldn't manage all the energy I had and bounced through my childhood like a pinball. I would wake up singing and jumping and go to bed out of breath. I was always happiest when I was a little scratched up.

So we were all shocked that Amanda was the first in a cast and not me. The break happened after school one spring day on the new playground. Amanda was playing on a slider, which is a handle set into a gently inclined track. When you held onto the handle and dangled, you could slide along the track. Of course, it was more exciting to get a push from a friend and slide much faster than gravity would pull you.

Unfortunately, Amanda was pushed on the slider much too hard. Her body jerked to and fro as she sped along, clearly out of control. Finally, Amanda lost her grip and fell, arcing up and forward. She fell like a cat, twisting improbably in the air so that she descended facing the ground. For a moment, it seemed that she would be okay and land safely, but she slammed down hard on all fours, wood chips skidding around her. There was a moment of eerie calm. I expected her to burst into tears, but she just whimpered and rolled over to a sitting position. Her knees were scraped up, and her hands had wood chips stuck to them. But there wasn't any blood. She seemed okay.

We walked home and she complained about her wrist. She cradled it delicately with her other hand, as if it were a very full cup of water, but it didn't seem any more swollen or bruised than her other wrist.

When we got home, Mom could immediately tell something was wrong by our faces. "What happened?" she asked.

Mom reached out and touched Amanda's now swollen wrist. Amanda turned as white as snow and her jaw dropped open in silent pain.

"Your wrist hurts?" Mom asked. Amanda could only nod. Mom quickly whisked us into the car.

When we got inside the doctor's office, we were moved through a waiting room and then into "a checking up room," as Amanda called it. I was excitedly babbling, standing on chairs, reading brochures, and peppering everyone with questions about how x-rays worked. I was completely oblivious to the gravity of the situation. This wasn't a fun field trip. My sister was badly hurt. I don't like thinking back on my lack of care for Amanda. These are the kind of moments of childhood that you look back on and feel a pang of shame and embarrassment in your gut.

The x-rays came back-Amanda's wrist had a hairline fracture along her ulna, a forearm bone, close to her hand.

"Nothing terrible, it'll heal very soon," the doctor said nonchalantly. He didn't even look up from the documents he held before him. We were all anxious and upset. Mom was trying not to cry. I was shocked. Amanda sat calmly.

The doctor applied the cast. It looked like an arts and crafts project, more summer camp than medicine. While he set her arm, the doctor explained everything that Amanda would have to avoid to keep her arm from becoming further injured. Amanda, like I, was fascinated by the process of casting and didn't seem to be paying attention to what the doctor was prescribing. But at some point she started crying, so quietly that we didn't notice immediately.

"Are you in pain?" Mom asked.

"No."

"Are you uncomfortable?"

"No." But Amanda's face stayed screwed up in pain and discomfort, tears squeezing out of the corners of her eyes. Her legs dangling off the hospital bed kicked restlessly and crinkled the paper pulled across the table she sat on. She was upset but wouldn't say why.

Mom tried to distract Amanda by having her list all the people she wanted to sign her cast. She could only produce names in groups of two or three until she was distracted again by her tears. Mom gave up when the doctor announced that we were all done.

"Any questions?" We shook our heads. Mom signed a few papers, and we were soon back in the car, exhausted and on our way home.

Amanda didn't stop crying, and Mom kept checking in with her, barely able to hold back tears herself.

"Are you in pain?" Mom asked.

"No."

"Are you uncomfortable? Itchy?"

"No."

"Are you sad?"

"Yes," she finally admitted. "I'm not going to be able to swim this summer." She wept even harder after admitting this. In the doctor's directions for care of the cast, he had noted swimming wasn't allowed. Mom and I missed it, but it was the only thing Amanda heard. She had been told that her favorite activity of her favorite season was canceled.

The summer went on. Our fear over Amanda further hurting her arm quickly gave way to a fear of her ruining her cast by plunging it in a pool or diving into the ocean. We became preoccupied with trying to keep Amanda from soaking her cast as she sat by pools the entire summer, staring longingly at the water.

We tried all sorts of things to help her-baths, a kiddie pool in the yard, showers with her cast held out of the curtain. But of course none of this was the same as swimming. Swimming is

motion and exploration, not sitting or standing while wet.

We stopped going to pools as often as we used to. I was grouchy about it at first, but then the summer became different. Instead of the usual lazy summer days of swimming and seeing friends, I stayed home more to be with Amanda. We gardened together, staged a play, and, in what would become family lore, we planted a tree that survived both a lightning strike and being hit by a neighbor's car.

When Amanda's arm was finally healed and the cast came off, we threw a big pool party for her and all her friends. As everyone cheered, she jumped back in the pool, swam for six hours straight, and never stopped smiling. It was a great day.

But in the car on the way back home, Amanda was very quiet. After a while, she turned to me and told me how much she missed our garden.

"Maybe we could not go to the pool tomorrow?" she asked.

I told her that sounded very nice.

Name: _____ Date: _____

1. What was Amanda's favorite thing?

- A. running
- B. swimming
- C. reading
- D. singing

2. What main problem does Amanda face in the story?

- A. She does not get along with the rest of her family.
- B. She does not want to leave the beach at the end of the day.
- C. She cannot manage all of the energy she has.
- D. She cannot go swimming because she broke her arm.

3. When she has her cast on, Amanda misses swimming. What evidence from the story best supports this conclusion?

- A. At the pool, Amanda stares longingly at the water.
- B. Amanda's family stops going to the pool as often.
- C. Amanda staged a play and planted a tree.
- D. Amanda's family throws a pool party for her and her friends.

4. Why does Amanda start crying at the doctor's office?

- A. because she is in a lot of pain
- B. because she can't think of anyone to sign her cast
- C. because she is tired and wants to go home
- D. because she won't be able to go swimming

5. What is the story mostly about?

- A. A girl breaks her arm while playing on a slider at the playground.
- B. Two siblings learn to love swimming over the course of a summer.
- C. A girl who loves swimming discovers an interest in gardening after breaking her arm.
- D. Two siblings spend more time together when one of them breaks her arm.

6. Read the following sentences: "I was excitedly babbling, standing on chairs, reading brochures, and peppering everyone with questions about how x-rays worked. I was completely oblivious to the **gravity** of the situation. This wasn't a fun field trip. My sister was badly hurt. I don't like thinking back on my lack of care for Amanda."

As used in this sentence, what does the word "**gravity**" mean?

- A. happiness
- B. discomfort
- C. seriousness
- D. excitement

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

_____ Amanda loves swimming, she asks her sibling if they could not go to the pool tomorrow.

- A. Initially
- B. Meanwhile
- C. Even though
- D. Therefore

8. What did the narrator do during "the summer of the cast" instead of swimming and seeing friends?

9. Why doesn't Amanda want to go to the pool at the end of the story? Use evidence from the text to support your answer.

10. How did Amanda's broken arm impact her relationship with her sibling, the narrator? Use evidence from the story to support your answer.