



Summer Review Program

Summer 2024/5784

Student's Name

Entering 4th Grade

June 2024

Dear KES Parents,

Your child and their teachers have worked hard all year to make great strides in reading and writing. As you may know, good readers and writers read and write daily. Summer is a great time for students to read for pleasure, to nurture a love for reading and to maintain any gains made during the year. It is also a wonderful time for you to read to your children! Read a-louds are a wonderful opportunity to work on comprehension skills and vocabulary and to generate further interest in books.

This coming summer, we will be promoting different levels of prizes depending on the amount of work that is done over the summer. Students are being given 3 different options. For the completion of 1 option you will receive the 1st level prize. For the completion of 2 options you will receive the 2nd level prize and for completing all 3 options you will receive the 3rd level prize. Completed responses will be accepted in the school office in exchange for a prize in the first weeks of school, B'ezras Hashem.

Options:

- Complete the packet of 10 fiction and nonfiction passages and complete the questions
- Read 1 novel of choice and complete one of the reading responses found at the end of this packet
- Read a 2nd novel of your choice and complete one of the reading responses found at the end of this packet

The attached reading passages have been chosen for your child.

If your child chooses to read a book, we recommend choosing a book based on the "Five Finger Rule", which your child may remember from school. Have your children turn to any page in the book. For every word that they don't know, they should hold up a finger. Your child can use the following guidelines according to how many fingers they hold up:

0 or 1 – Most probably too easy for your child.

2 – A good choice that will give your child a reasonable challenge and allow them to learn new words.

3 – Your child might need some help, but still a good choice if they're up for a challenge.

4 – May be too difficult for your child to read on their own. If you are on hand to give them help or read along with them it can be suitable, but if they are reading on their own, choose a different book.

5 – Most probably a bit too advanced, best to try a different book unless your child really wants to read it.

Some ideas on how to choose a book :

- **kosherbooks.org** gives a list of approved books with comments

- Jewish books available through publishers such as **Menucha Publishers**, as well as **Artscroll, Feldheim, and Israel Book Shop**.
- Ask friends and family
- Go to the library
- Look on-line

Your support in promoting literacy skills is especially crucial during the elementary years. We look forward to a continuous partnership that will foster growth and a lifelong love of reading.

Have a wonderful summer and happy reading!

Rabbi Baumann
Principal

Rabbi Noam Grossman
Boys Division

Mrs. Miriam Deitsch
Girls Division

Mrs. Dara Lubin
Literary Coach/Curriculum Coordinator

Fireflies in the Garden

by Robert Frost

Here come real stars to fill the upper skies,
And here on earth come emulating flies,
That though they never equal stars in size,
(And they were never really stars at heart)
Achieve at times a very star-like start.
Only, of course, they can't sustain the part.

5

Name: _____ Date: _____

1. What kind of insect is this poem about?

- A. dragonflies
- B. ants
- C. fireflies
- D. grasshoppers

2. What does the poet compare and contrast fireflies with in this poem?

- A. planes
- B. planets
- C. comets
- D. stars

3. Read these lines from the poem:

And here on earth come emulating flies,
That though they never equal stars in size,
(And they were never really stars at heart)
Achieve at times a very star-like start.
Only, of course, they can't sustain the part.
What can you conclude from these lines?

- A. The fireflies cannot act like they are stars for very long.
- B. The fireflies do not want to be like stars.
- C. The fireflies are able to shine brightly like stars without ever stopping.
- D. The fireflies can grow to be the same size as stars.

4. Read these lines from the poem:

That though they never equal stars in size,

(And they were never really stars at heart)

Achieve at times a very star-like start.

Only, of course, they can't sustain the part.

Why might the poet have included the phrase "of course" in the last line?

- A. to show that the poet does not really know much about fireflies
- B. to show that the poet thought the fireflies would be able to sustain the part
- C. to show that the poet wishes that fireflies could sustain the part
- D. to show that the poet is not surprised that fireflies cannot sustain the part

5. What is the main idea of this poem?

- A. Fireflies can seem very star-like, but only for a short time.
- B. Although stars are larger in size, fireflies are more beautiful than stars.
- C. Fireflies live in the garden, while stars appear in the sky.
- D. Fireflies and stars are both interesting things to study.

6. Read these lines from the poem:

And here on earth come emulating flies,
That though they never equal stars in size,
(And they were never really stars at heart)
Achieve at times a very star-like start.

Why might the poet have chosen to use the word "achieve" in the last of these lines?

- A. to make it seem like fireflies do not want to look like stars
- B. to make it seem like fireflies sometimes look like stars by accident
- C. to make it seem like fireflies are very intelligent insects
- D. to make it seem like fireflies are trying and succeeding at looking like stars

7. What does the word "they" refer to throughout the poem?

- A. stars
- B. skies
- C. flies
- D. parts

8. What are two ways that the poet contrasts flies and stars in this poem?

9. In what way are flies similar to stars, based on the poem?

10. "Emulating" means imitating, or trying to be like something else. Why might the poet have called fireflies "emulating flies" in this poem? Use evidence from the text to support your answer.

Harbor of Rio de Janeiro

by ReadWorks



Harbor of Rio de Janeiro

On January 1, 1502, an explorer from Portugal named Goncalo Coelho and his crew sailed into a huge bay by what is now Brazil. A bay is a body of water that is partly surrounded by land. The explorers thought they had found the mouth of a large river. So they named the place "Rio de Janeiro," or "River of January." The bay they found is known today as the Harbor of Rio de Janeiro.

The Harbor of Rio de Janeiro is the world's largest natural bay, containing more water than any other bay in the world! Because of its size, the Harbor of Rio de Janeiro is considered one of the world's seven natural wonders.

The bay is surrounded by mountains made from granite. The mountains are huge and steep, with odd shapes. One of these mountains was named after a sugar loaf, because it looks like a type of bread made on an island near Portugal. Another one was named Corcovado, or "The Hunchback," because of its mound-like shape. Together, the water and mountains create a beautiful harbor.

The beauty of the harbor attracts people to this day. Tourists from all over the world come to see the gorgeous harbor and the city of Rio de Janeiro. People have even built cable cars and trains to accommodate tourists and show them around the area.

Name: _____ Date: _____

1. The Harbor of Rio de Janeiro is the largest natural bay in the world. According to the text, what is a bay?

- A. a body of water that is completely surrounded by land
- B. an area of land that is surrounded by water
- C. a body of water that is partly surrounded by land
- D. an area of land that is partly surrounded by water

2. What does the text describe?

- A. Goncalo Coelho's trip to Brazil
- B. how bays form
- C. the difference between rivers and bays
- D. the Harbor of Rio de Janeiro

3. Read these sentences from the text.

The Harbor of Rio de Janeiro is the world's largest natural bay, containing more water than any other bay in the world!

[. . .]

The bay is surrounded by mountains made from granite. The mountains are huge and steep, with odd shapes. . . . Together, the water and mountains create a beautiful harbor.

What conclusion does this information support?

- A. The Harbor of Rio de Janeiro is a very cold place.
- B. The Harbor of Rio de Janeiro is a very impressive place.
- C. The Harbor of Rio de Janeiro doesn't have a lot of plant and animal life.
- D. The Harbor of Rio de Janeiro is a very poor place.

4. Based on the text, what can be concluded about the world's seven natural wonders?

- A. The world's seven natural wonders are natural places that have a lot of rocks.
- B. The world's seven natural wonders are places with a lot of buried treasure.
- C. The world's seven natural wonders are strange places people have built.
- D. The world's seven natural wonders are very impressive natural places.

5. What is the main idea of this text?

- A. The Harbor of Rio de Janeiro is the world's largest bay and a beautiful place with water and mountains.
- B. Concalo Coelho was a Portuguese explorer who sailed to Brazil in the 1500s.
- C. The mountains of the Harbor of Rio de Janeiro are huge and have odd shapes.
- D. Tourists from all over the world go to see the gorgeous harbor and the city of Rio de Janeiro.

6. Read these sentences from the text.

"The bay is surrounded by mountains made from granite. The mountains are huge and steep, with odd shapes. One of these mountains was named after a sugar loaf, because it looks like a type of bread made on an island near Portugal. Another one was named Corcovado, or 'The Hunchback,' because of its mound-like shape. Together, the water and mountains create a beautiful harbor."

Why does the author discuss the mountain named after a sugar loaf and the mountain called "The Hunchback"?

- A. to contrast the way the mountains by the Harbor of Rio de Janeiro were described earlier in the text
- B. to give the reader examples of mountains with odd shapes by the Harbor of Rio de Janeiro
- C. to give the reader examples of different mountains around the world
- D. to show that people sometimes give funny names to mountains

7. Choose the answer that best completes the sentence.

The Harbor of Rio de Janeiro is considered one of the world's seven natural wonders _____ it is very large.

- A. however
- B. on the other hand
- C. although
- D. because

8. Describe the mountains that surround the Harbor of Rio de Janeiro.

Support your answer with evidence from the text.

9. Why do people from all over the world visit the Harbor of Rio de Janeiro?

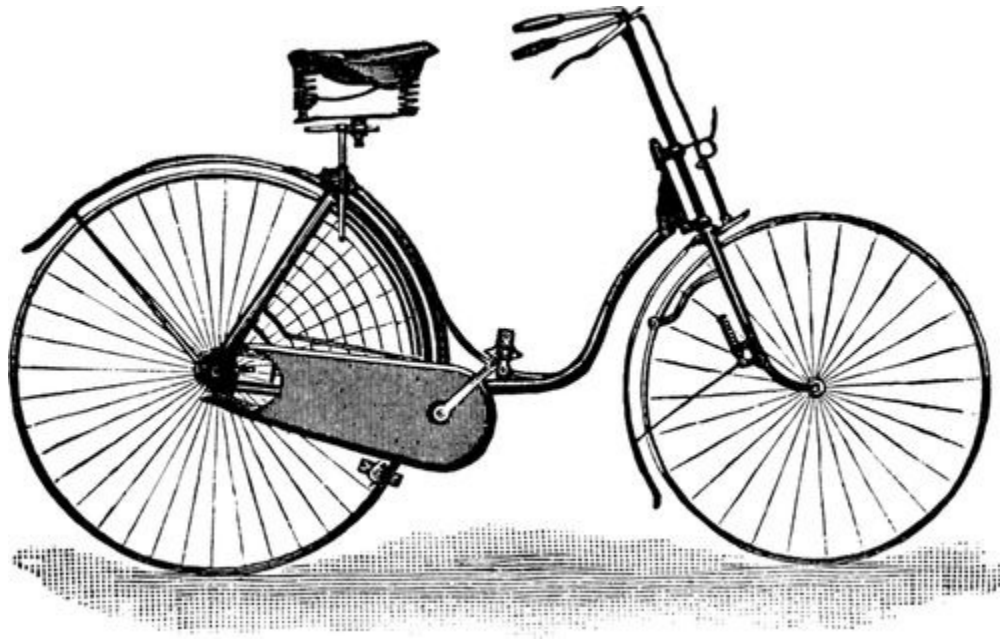
Support your answer with evidence from the text.

10. Imagine you wanted to convince a friend to join you on a trip to the Harbor of Rio de Janeiro. Explain the argument you might make to your friend to persuade him or her to join you.

Support your answer with evidence from the text.

Fixing My Sister's Bike

by Kyria Abrahams



I love to fix things. I'm only eight years old, but I can figure lots of stuff out by myself. I want to be a scientist when I grow up.

Last week, the red, shiny reflector came off my sister's bicycle seat. My sister Ariel said she wanted to take it to the bicycle repair shop to be fixed.

"No way!" I stopped her. "I know how to fix things, so I'll fix this too!"

"Well, it had better work!" Ariel said. She looked like she didn't believe me.

I got some rope from the closet, and I tied the reflector right back onto the bike. It dangled a little bit, but it still worked just fine.

"It looks messy," Ariel said.

When my dad came home, I showed him how I had fixed the bike.

"Do you think that's the best solution?" he asked me.

I looked over at the reflector. On second glance, it didn't look that secure after all. There were some pieces of rope hanging off.

I shrugged.

"Yes! It's fine!" I said.

I thought it was the best solution. I had come up with it, after all, so it had to be the best.

"Okay," he said. "Let's see how long it stays attached to the bike."

My dad said he was proud of me for taking initiative. That means I see something that needs to be fixed and do it without being told!

"I think I have a new lesson for you, though," Dad said. "I want to show you how to conduct an experiment."

I had come up with a solution to a problem, and now the second step was to test it under different conditions.

I asked my sister when she was planning to go for a bike ride. She said at 2:00 p.m.

I grabbed a pen and a piece of paper and made two columns on the paper. One column said GOOD, and one column said BAD. At 2:00, I went outside to watch her ride.

First, she rode down the sidewalk and the reflector stayed on. I made a checkmark in the GOOD column.

Next, she went over a bump and the reflector stayed on. I made another checkmark. Good again!

Then, she rode underneath a tree. *Uh oh!* I knew what was coming next.

One of the branches from the tree swept across the back of her bike, and the next thing I knew the whole reflector was untied and on the ground!

Ariel cried out, "My reflector!"

I made another checkmark, this time in the column that said BAD.

"Back to the drawing board!" I said.

"Grrr!" said Ariel.

Later that night, my dad and I sat down with my paper to look at the checkmarks.

"Under what conditions did the reflector stay on the bike?" he asked me.

I looked. "Well, it stayed on when the bike was riding normally, but it fell off when it was hit by that tree branch."

"What you have on that sheet of paper is called *scientific data*," Dad said. "What do you think you can learn from this?"

"I don't think the rope worked very well," I said.

"I don't think so, either," he said. "But you did have to test it first to be sure."

"Well, I tested it and now I know."

"What will hold the reflector on a little bit better?"

"Let's use glue!" I said.

We went downstairs, where the family keeps all our tools. Dad pulled the bike up onto the bench and took out the Super Glue.

I'm not allowed to use strong glue by myself. So we did this part together.

We let the glue dry overnight, and the next day I conducted my experiment all over again.

"You're not going to break my reflector again, are you?" my sister asked. She looked a little mad and suspicious.

"Well, I don't think so," I told her. "But that's what this experiment is for. Do you trust me?"

"I guess so," Ariel said. "But mainly because Dad helped this time!" She stuck her tongue out at me.

I made her ride the bike exactly the same way she had the last time so that we could try to recreate the conditions. This is important in a scientific experiment.

She rode down the sidewalk. The reflector stayed on. So far, so good!

Then, I had her go over the bump again. The reflector stayed on. I made another checkmark. But now it was time for the final test.

"Okay, get ready!" I yelled. "It's time to ride under the tree!"

Just like last time, my sister rode under the tree. However, this time, the reflector stayed on

the bike.

"Yay! It didn't fall off!" Ariel squealed happily.

I was pretty proud myself. I made a great big checkmark in the GOOD column, and then drew a smiley face just for fun.

I turned around to see that my dad had been watching the entire time.

"Excellent work, little scientist," he said. "You recreated the experiment and found the solution to your sister's bike problem."

"And I saved us a trip to the bike shop!" I said.

"You sure did," Ariel said. And then she gave me a great big hug.

Name: _____ Date: _____

1. What keeps falling off Ariel's bicycle?

- A. the front wheel
- B. the back wheel
- C. the reflector
- D. the seat

2. The narrator is the person who is telling the story. In this story, the narrator is Ariel's sibling. How does the narrator finally solve the problem of the reflector falling off Ariel's bike?

- A. by taking Ariel's bike to a repair shop
- B. by tying the reflector on with some rope from a closet
- C. by asking her dad to fix the reflector by himself
- D. by gluing the reflector on with help from her dad

3. Rope does not keep the reflector on the bike as well as glue does.

What evidence from the passage supports this statement?

- A. The main character's father helps her glue the reflector onto the bike after the reflector falls off a second time.
- B. After the reflector is tied onto the bike with rope, it stays on when Ariel rides down the sidewalk.
- C. After the reflector is tied onto the bike with rope, it stays on when Ariel rides over a bump.
- D. The reflector falls off after being tied onto the bike, but it does not fall off after being glued on.

4. Why does Ariel give the narrator a hug at the end of the story?

- A. Ariel is upset about how long it has taken to fix the bike.
- B. Ariel is happy that her sister has fixed the bike.
- C. Ariel is excited to take her bike to a repair shop.
- D. Ariel is confused because she does not understand how her sister fixed the bike.

5. What is this story mainly about?

- A. two sisters who do not get along until their dad makes them be nice to each other
- B. a bike that is unsafe to ride because it is falling apart
- C. a problem with a bike and what the main character does to solve it
- D. a girl whose bike breaks and what happens when she takes it to a repair shop

6. Read the following sentence: "Last week, the red, shiny **reflector** came off my sister's bicycle seat."

What does the word **reflector** mean?

- A. a wheel that turns very slowly
- B. something that shines when light hits it
- C. a type of metal that is worth a lot of money
- D. a safety pad that someone riding a bicycle wears

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

The narrator tries fixing the reflector with glue _____ rope does not work.

- A. after
- B. although
- C. before
- D. so

8. What causes the reflector to fall off Ariel's bike after it has been tied on with rope?

9. What are the three bike riding conditions that the narrator has Ariel recreate after gluing the reflector on Ariel's bike?

10. Why is recreating these conditions important to the narrator's experiment?

Sophia and the Plátanos

by Julia Betancourt



Image by Marco Verch Professional Photographer via Flickr [CC BY 2.0]

photograph of plantains frying in oil

Nine-year-old Sophia sat at the kitchen table, looking at the plantains. Today she was going to work with Abuela to turn those banana-like fruits into *plátanos maduros*. Sophia loved eating *plátanos* and liked watching her family cook. She wasn't sure, however, that she could do what Abuela wanted.

When Mom made plantains, she held them with her left hand and peeled them with her right. Titi Olga poured oil into the pan, holding the huge bottle with two hands. Tío Oscar flipped his plantains with a fork in each hand. How could Sophia peel or pour or flip plantains when she didn't *have* two hands?

"Sophia, have you started to peel the plantains?" Abuela asked.

Sophia covered her left arm, which ended near her elbow, with her right hand. Because she had been born with one hand, she sometimes struggled to do the same things her little brother, Camilo, did-like climbing monkey bars or cutting toast. She wasn't sure how she could peel a plantain.

"Sophia, put the plantain on your grip board," her grandmother said. Abuela picked up the

plantain and moved it to Sophia's bumpy cutting board so it would stay in place. "Now cut the skin a little, so you can grab the ends and pull it off the fruit."

Sophia did just what Abuela said. She watched as the brown skin of the plantain peeled off in her hand, revealing the fruit underneath.

"*Bueno*, now cut it so each piece is the size of my thumb," Abuela said.

Sophia put the plantain back on the grip board. Next, she took her knife and carefully sliced the plantain into thumb-sized pieces, like Abuela always did.

"*Perfecto*. Let's fry them."

Sophia bit her lip, worried about how she'd pour the oil or flip the maduros. Still, she moved over to the stool near the hot stove, where Abuela had already heated the pan. Abuela passed Sophia a small bottle of oil. Sophia smiled. She might not be able to pour a big gallon of milk like Camilo could, but she could pour a half-gallon. So she could definitely pour a small oil bottle.

"Now, we put the plantains into the pan," Abuela said, dropping them in.

"How will I flip them?" Sophia asked.

Abuela smiled, grabbed a fresh pan and poured a tiny bit of oil into it. She prepared the pan just like she helped Sophia prepare the first one.

"We're going to flip the *entire* pan."

Abuela took Sophia's hand in hers. Grabbing the pan of plantains, together they turned it upside-down over the new pan. The plantains flipped over. After a few minutes, Abuela turned off the stove. Then she put the *plátanos maduros* on a plate and gave Sophia a fork. Sophia quickly began eating.

"What do you think?" Abuela asked.

"I think I made *plátanos maduros*!"

Name: _____ Date: _____

1. What dish is Sophia making with her Abuela?

- A. *pupusas*
- B. *arroz con frijoles*
- C. *plátanos maduros*
- D. *tres leches*

2. How does Sophia feel about cooking *plátanos maduros* with her Abuela?

- A. She is nervous that she won't be able to do all the steps necessary to make the dish because she was born with one hand.
- B. She is angry because her brother makes *plátanos maduros* often without her and feels like it is unfair.
- C. She is happy that she has the time to try making the dish alone without help to show that she can do it.
- D. She is confused because she always thought that *plátanos maduros* tasted bad but now she's not sure.

3. Sophia is willing to try to do things even if she's not sure that she can do them with one hand.

What evidence from the passage supports this idea?

- A. "Abuela smiled, grabbed a fresh pan and poured a tiny bit of oil into it. She prepared the pan just like she helped Sophia prepare the first one."
- B. "Then she put the *plátanos maduros* on a plate and gave Sophia a fork. Sophia quickly began eating."
- C. "Today she was going to work with Abuela to turn those banana-like fruits into *plátanos maduros*."
- D. "Sophia bit her lip, worried about how she'd pour the oil or flip the *maduros*. Still, she moved over to the stool near the hot stove, where Abuela had already heated the pan."

4. How does Abuela support Sophia while they're cooking together?

- A. She tells Sophia a story where the main character learns how to cook.
- B. She tells her to figure it all out on her own so she can be independent.
- C. She gives her instructions and helps her when she needs help.
- D. She reminds Sophia of her own struggles in life and how she overcame them.

5. What is one important theme in this story?

- A. It's important to remind your friends that you care about them.
- B. Being careful with what you say to other people means you won't hurt their feelings.
- C. Family members sometimes don't know us as well as we think they do.
- D. It's good to try to do new things, even if you're worried you can't do them.

Sauropods: Giants on Earth



This is what some sauropods may have looked like.

Hundreds of millions of years ago, dinosaurs walked the earth. These ancient reptiles were very diverse, ranging in size, diet, movement, habits, and more. One group of dinosaurs was called the sauropods. These were the giants that many people today imagine when thinking of dinosaurs. They generally had large bodies and long necks. They walked on four legs and had a small head.

Just how big were the sauropods? Like other groups of dinosaurs, the sauropods differed in size from species to species. As a group, the sauropods included the largest land animals ever to exist. Many of the biggest sauropods were part of a subgroup called the titanosaurs. One titanosaur, the *Argentinosaurus*, was almost ten times bigger than the largest land mammals today. It may have grown to weigh 90 tons. That's more than twelve times as heavy as a large elephant! Other huge sauropods, like the *Apatosaurus* and *Brachiosaurus*, reached lengths of 65 to 100 feet from head to tail. And even the smaller ones were not very small. A small sauropod could reach a length of 50 feet!



Skeleton of a sauropod

Sauropods didn't always start out big. When a sauropod hatched from an egg, it usually weighed less than 11 pounds. But sauropods grew extremely quickly over the course of about thirty years. By the time they were done growing, they would have been at least 10,000 times heavier than when they were born! This quick rate of growth probably helped sauropods stay alive. The larger a baby sauropod was, the more likely it was to be able to stay safe from predators. This may have contributed to the overall large size of the sauropod group.

If larger sauropods were more likely to survive, then why weren't there even bigger sauropods? Scientists think that it probably would have been impossible for even larger sauropods to evolve. There simply wouldn't have been enough food to feed such huge creatures! Also, scientists think that if sauropods had gotten much bigger, their bones might not have been able to support their weight. Sauropods were about as large as they could possibly be.

Name: _____ Date: _____

1. What were sauropods?
 - A. a group of fossils
 - B. a group of dinosaurs
 - C. a group of ancient plants
 - D. a group of fish

2. This passage describes how sauropods looked and acted. How can sauropods best be described?
 - A. They ate other dinosaurs.
 - B. They were similar to each other.
 - C. They were very large.
 - D. They grew very slowly.

3. The passage says, "The larger a baby sauropod was, the more likely it was to be able to stay safe from predators. This may have contributed to the overall large size of the sauropod group." What conclusion can you draw from this statement?
 - A. Sauropods were known for being fierce predators.
 - B. Sauropods were able to hunt many other creatures because of their size.
 - C. Sauropods were hunted by many kinds of predators.
 - D. Not many predators could attack large creatures like sauropods.

4. The text calls some sauropods the largest land animals to ever exist. What detail from the text supports this statement?
 - A. Sauropods usually weighed less than 11 pounds when they hatched from an egg, but grew extremely quickly over the course of thirty years.
 - B. Scientists think that if sauropods had gotten much bigger, their bones might not have been able to support their weight, so they were as large as they could be.
 - C. The larger a baby sauropod was, the more likely it was to be able to stay safe from predators.
 - D. Sauropods generally had large bodies, long necks, small heads, and four legs.

5. What is the main idea of this passage?

- A. The sauropods were huge dinosaurs that were able to stay safe from predators due to their size and rapid growth.
- B. The sauropods were big, fierce predators who ate many smaller dinosaurs.
- C. The sauropods were scientists who studied huge dinosaurs that had small heads and long necks.
- D. Many kinds of dinosaurs walked the earth long ago, and one group of them was called the sauropods.

6. Please read the following sentence from the passage.

"These ancient reptiles were very **diverse**, ranging in size, diet, movement, habits, and more."

As used in the passage, what does the word "**diverse**" mean?

- A. fierce
- B. similar
- C. special
- D. different

7. Please choose the answer that best completes the sentence below.

_____ sauropods were all big, some species were bigger than others.

- A. However
- B. Finally
- C. Although
- D. Previously

8. How did different species of sauropods differ from each other?

9. In what ways were all sauropods similar? Include at least three details from the text in your answer.

10. A scientist has discovered a new species of dinosaur and wants to know if this species belongs to the sauropod group. What evidence should the scientist look for to prove the new species is a sauropod?

Magic Tomatoes

by Edward I. Maxwell



Luke's father is a farmer. To be more precise, his dad is a fruit-and-vegetable farmer. Instead of cows, pigs, sheep, and horses, Luke's house is surrounded by corn, squash, lettuce, and tomatoes.

Luke does not mind that there are no animals. In fact, he likes living on a fruit-and-vegetable farm much better. If you asked Luke, he would say that a fruit-and-vegetable farm is magical.

"What do you mean, magical?" Luke's friend Tom asked one day.

"Well, it's like this," said Luke. "My dad casts a spell, and soon enough the fruits and vegetables appear where there used to be bare dirt!"

Now, Luke knows that this is not really *magic*. But all the same, he feels it is pretty special that his dad is able to create something as grand as a corn field where there used to be nothing. Sometimes, Luke sets his alarm clock, so he can wake up before the sunrise, too. He eats cereal with his dad and asks him what spells he is going to cast.

"I'm planting tomatoes today, son," Luke's father explained. "Tomatoes ripen best in very hot summer heat, so I need to plant the seeds early in spring. That way there will be tall, healthy tomato vines once August

arrives."

"How do you make sure the vines grow tall and healthy?" Luke asked.

"They grow strong when you give them care and attention and have a little bit of hope," his father laughed.

"Can I help?" Luke begged.

"Of course!" exclaimed his father.

So on days Luke did not have school, he helped his father, and Luke learned more about his dad's magical work.

Luke learned that a tomato plant indeed needs a lot of care. He spent one whole day in the early June sun, sinking wooden stakes into the ground by young tomato sprouts. After the tomato vines had grown a little taller, Luke tied them to the stakes so that they would not topple over and lose their special fruit.

"The tomatoes sure need a lot of attention!" Luke exclaimed one late afternoon. He had been double and triple tying the vines, because the weather forecaster had predicted wind and rain for that night. Luke's father wanted to make sure his tomatoes did not get blown over in the storm.

"Most worthwhile things do require a lot of attention, Luke," replied his father with a smile.

"What do you mean?" asked Luke.

"Well," said his father, standing up straight and wiping the sweat from his forehead. "We should pay close attention to things that make our lives better."

"That is why you pay attention to Mom?" asked Luke.

"Yes," replied his father. "I pay close attention to you and Mom, because you both make my life better. You both make me very happy."

The rest of Luke's work that day went by a lot quicker. Taking care of the tomato plants, Luke imagined he was taking care of his mom and dad. With a little bit of family magic and a lot of attention, Luke was certain these would be the most beautiful tomatoes he had ever seen once August arrived.

Name: _____ Date: _____

1. What kind of farmer is Luke's dad?

- A. a dairy farmer
- B. a grain farmer
- C. a fruit-and-vegetable farmer
- D. a cow-and-chicken farmer

2. One effect in this story is that Luke learns about tomatoes and farming. What is the cause?

- A. Luke's house is surrounded by lettuce.
- B. Luke helps his father grow tomatoes.
- C. Luke explains what he means by "magical" to his friend Tom.
- D. Luke sometimes sets his alarm clock so that he can wake up before sunrise.

3. Luke's father pays a lot of attention to his son.

What evidence from the story supports this statement?

- A. Luke's father is a fruit-and-vegetable farmer.
- B. Luke's father says that most worthwhile things require a lot of attention.
- C. Luke's father pays a lot of attention to Luke's mother.
- D. Luke's father listens to his son's questions and answers them.

4. What is Luke's opinion of the work his father does?

- A. Luke thinks his father's work is special and interesting.
- B. Luke thinks his father's work is a waste of time and money.
- C. Luke thinks his father's work is strange and confusing.
- D. Luke thinks his father's work is evil and dangerous.

5. What is a theme of this story?

- A. the benefits of exercise
- B. the effects of being lazy
- C. giving care and attention to worthwhile things

D. making friends with people who are different from you

6. Read the following sentences: "Luke's father is a farmer. **To be more precise**, his dad is a fruit-and-vegetable farmer."

Why does the author start the second sentence with the words, "**To be more precise**"?

- A. to make readers look up a word
- B. to make sure readers are paying attention
- C. to create a clear picture in readers' minds
- D. to let readers know that more detail is coming

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

Luke asks about his father's work on the farm; _____ he starts helping his father with work on the farm.

- A. before
- B. then
- C. for example
- D. on the contrary

8. If you asked Luke, how would he describe a fruit-and-vegetable farm?

9. Why is Luke certain that the tomato plants he is working with will become "the most beautiful tomatoes he had ever seen" once August arrives?

10. Based on the story, is farming magical? Explain why or why not, using evidence from the passage.

The Big Hike

by ReadWorks



Tamara opened her eyes and jumped out of bed. Most days she hated getting up early. But today was different. Today Tamara was wide awake and excited. Today her family was going on a hike. This was Tamara's first hike. She pulled on her new shoes and tied the laces. Tamara's mother had bought the new shoes just for the hike. They were brown boots. The bottom of the boots was made of rubber and had curves to help Tamara walk on rocky ground. Tamara put on pants, a shirt, and a big jacket. She was ready to go hiking.

"Tamara," her mother called. "Are you ready?"

"Yes, I am!" Tamara said.

Tamara ran down the stairs. Her mother and older brother James were there at the bottom. They were all wearing new boots like Tamara's. James was hopping up and down impatiently. Everyone was ready for the hike.

Tamara's family got into the car. They drove for two hours until they were far away from the city. Once they left the city and the suburbs, there weren't many buildings beside the road. Instead there were trees and fields. Tamara saw herds of cows chewing on grass. The road climbed up. They were driving into the mountains. Tamara rolled down her window. The air was cool, and she liked it. It smelled like leaves and flowers. Soon, Tamara's mother parked the car.

"Are we here? Is this the hike?" asked Tamara.

"Yes," said James. "See that trail? That's where we'll start hiking." James had hiked this trail before, and it was one of his favorites.

Tamara looked at the trail. It was a dirt path and went into the forest. Tall trees and tiny flowers lined both sides of the path. Tamara, her mother, and her brother began to walk. Butterflies and bumblebees flew over the flowers. At first the bees made Tamara nervous, but soon she saw that they were more interested in the flowers than they were in her.

Tamara's mother talked about the other times the family had gone hiking. James talked about the time he went camping with the Boy Scouts. Tamara wanted to talk, but she felt out of breath. The trail was steep. They had been walking uphill for an hour by now. Tamara took hold of her mother's hand. "I'm tired," she said.

"Come on, Tamara," said her brother. "You can do it! You're ten years old. That's old enough to hike."

Tamara kept going. If her brother said she could do it, Tamara knew she could. James never lied. They kept walking uphill. Tamara looked around at the plants to keep her mind off of how tired she felt. There was green everywhere. There were trees with long draping leaves that Tamara had never seen before. She saw a small and furry rabbit by the side of the trail. Tamara gasped with surprise, and the rabbit ran away at the sound.

"Look, Tamara!" her brother called suddenly. The trail had ended. Tamara and her family were at a pool at the bottom of a waterfall. Tamara looked up at the water rushing down at the fish swimming in the pool. Her mother sat on a rock at the edge of the pool and began to unpack their picnic. There were peanut butter and banana sandwiches, baby carrots, and chocolate chip cookies. Tamara took off her boots and sat on the edge of the rock. As she bit into her sandwich, she dipped her toes into the cool water. "Congratulations, Tamara!" said her mother. "You just finished your first hike!" Tamara smiled. She decided that she liked hiking.

Name: _____ Date: _____

1. In the story, Tamara goes on her first what?
 - A. bike ride
 - B. school trip
 - C. hike
 - D. camping trip

2. While Tamara is hiking up the trail, she looks around at all of the different plants. What motivates this action?
 - A. Tamara wants to keep her mind off of how tired she feels.
 - B. Tamara wants to study the plants for a test at school.
 - C. Tamara wants to try to find a rabbit in the plants and bushes.
 - D. Tamara wants to keep her mind off of how scared she is.

3. Tamara is able to experience new things on the hike. What information from the passage best supports this conclusion?
 - A. Tamara's mother talks about the other times the family has gone hiking.
 - B. Tamara hikes on a trail that is far away from the city where she lives.
 - C. Tamara and her family end up at a pool at the bottom of a waterfall.
 - D. Tamara sees trees with long draping leaves she has never seen before.

4. Read the following sentences: "If her brother said she could do it, Tamara knew she could. James never lied." Based on this information, how does Tamara feel about her brother?
 - A. Tamara dislikes her brother.
 - B. Tamara trusts her brother.
 - C. Tamara thinks her brother is cool.
 - D. Tamara doesn't trust her brother.

5. What is this story mostly about?

- A. Tamara sees a rabbit on the trail.
- B. Tamara has a picnic with her family.
- C. Tamara goes on her first hike.
- D. Tamara sees a waterfall and a pool.

6. Read the following sentences: "She saw a small and furry rabbit by the side of the trail. Tamara **gasp**ed with surprise, and the rabbit ran away at the sound."

As used in this sentence, what does the word "**gasp**ed" most nearly mean?

- A. took in and let out a long breath to show boredom
- B. said something quietly so that only one person would hear
- C. said something very loudly because of anger
- D. breathed in suddenly and loudly because of surprise or shock

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

Tamara gets tired after hiking for an hour, _____ she keeps hiking anyway.

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

8. How does Tamara feel when she wakes up?

9. Most days Tamara hates getting up early, but today is different. Why does Tamara feel differently today?

10. The author states at the end of the passage that Tamara "decided that she liked hiking." What may have made Tamara feel this way? Use information from the passage to support your answer.

The First Greenmarket in New York City

by ReadWorks



Where do fruits and vegetables come from? When we go to the grocery store, there are shelves of carrots, lettuce, and broccoli. All of this produce comes from farms. Sometimes those farms are very far away. Many of the grapes sold in the United States are grown in South America. The lettuce could be grown in Mexico. Trucks, ships, and planes bring food from all over the world to a grocery store near you.

But there are also farms close by. In the 1970s one man thought that we should be eating more food from local farms. His name was Barry Benepe, and he lived in New York City. New York City is the largest city in the United States-over 8 million people lived there in 2013!

Barry knew that there were tasty vegetables being grown close to New York City. But the farmers couldn't sell these vegetables to the people in the city. Grocery stores in New York bought their vegetables from far away and didn't want to buy vegetables from the nearby farms.

Barry knew there had to be a way to sell local vegetables to New Yorkers. "What if the farmers could bring the vegetables to the city themselves?" he asked. Every week, the farmers would drive into the city and set up a market where they could sell their vegetables.

Barry took his idea to the city government. At first the city had doubts. It wasn't sure New Yorkers would care enough to buy the vegetables from local farmers instead of the grocery store. But Barry convinced the city officials, and they agreed to help. The new farmers' market was called a "Greenmarket."

The first Greenmarket in New York City opened on a Saturday in July 1976. It was very popular. On the first day, most of the farmers sold everything they had. It felt like a party. People chatted and laughed. Neighbors met each other for the first time.

The fruits and vegetables at the Greenmarket were much fresher than the fruits and vegetables at the big grocery stores. It took a lot of time for tomatoes to come to New York from Mexico—they had to cross much of a continent. But tomatoes from near the city didn't have to travel as far. The farmer could pick them on the same day. These local tomatoes were delicious.

"The success of the market is touching and smelling the fruits and vegetables," said Barry. New Yorkers agreed. They loved the Greenmarket so much that they wanted more farmers' markets. Barry worked with the city, and they made markets in other neighborhoods. By 2013, New York City had 54 farmers' markets. They were in every part of the city and on every day of the week.

Other states saw how popular the farmers' markets were and decided that they wanted to have their own markets. Soon there were farmers' markets across the country. Barry Benepe had started a trend.

Now the farmers' markets in New York City don't just sell vegetables and fruits. You can also buy meat, bread, yogurt, eggs, milk, plants, and pastries. All of the foods at the farmers' markets still come from farms that are close by. Not only does this help the farmers, it makes less pollution.

Name: _____ Date: _____

1. Where did the first Greenmarket open?
 - A. Chicago
 - B. Boston
 - C. New York City
 - D. San Francisco

2. The passage describes the sequence of events which led to the first Greenmarket in New York City. Which of the following is one of those events?
 - A. Farmers' markets in New York City began selling other foods besides fruits and vegetables.
 - B. Barry Benepe convinced New York City government to help establish a farmers' market.
 - C. Farmers' markets were opened across the country after other states saw how popular the farmers' markets in New York were.
 - D. New Yorkers demanded more farmers' markets.

3. The New York City government was not eager to start a farmers' market. What detail from the text supports this conclusion?
 - A. People chatted and laughed at the first Greenmarket.
 - B. The city government finally agreed to help Barry Benepe open the first Greenmarket.
 - C. The new farmers' market was called a Greenmarket.
 - D. The city government wasn't sure New Yorkers would care enough to buy the vegetables from the local farmers instead of the grocery store.

4. What does the passage suggest about Benepe's role in the spread of farmers' markets across the country?
 - A. Benepe's role was important because he helped other states open farmers' markets.
 - B. Benepe's role was important because he started the trend of farmers' markets.
 - C. Benepe's role was not important because he only helped open Greenmarkets in one state.
 - D. Benepe's role was not important because he was unable to influence the New York City government to open a farmers' market.

5. What is this passage mainly about?

- A. why people like fresh vegetables
- B. how farmers' markets got established in New York City
- C. how to have a farm near New York City
- D. what Barry Benepe did for a living

6. Read the following sentences from the passage: "It took a lot of time for tomatoes to come to New York from Mexico-they had to cross an entire continent. But tomatoes from near the city didn't have to travel as far. The farmer could pick them on the same day. These **local** tomatoes were delicious."

As used in the passage, what does the word "**local**" mean?

- A. nearby
- B. country
- C. unripe
- D. far away

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

All the food, _____ vegetables, fruit, eggs, meat, and milk, sold at farmers' markets in New York City comes from a local farm.

- A. consequently
- B. except
- C. such as
- D. however

8. Barry Benepe was passionate about his idea of starting a farmers' market in New York City. What evidence from the text supports this conclusion?

9. Explain at least two differences between the fruits and vegetables sold in a grocery store and the fruits and vegetables sold at the Greenmarket.

10. Explain whether one should support the spread of farmers' markets. Use evidence from the text to support your answer.

Sunflowers

by Mimi Jorling



A sunflower is a big, circular, yellow flower. Sunflowers need a lot of sun to grow. Sunflowers are actually made up of lots and lots of tiny flowers. The center part is made of one kind of flower, and the petals around it are another kind of flower.

We use sunflowers in different ways. One thing we do with them is look at them! Many people add them to gardens because they are so big, bright, and colorful. They can also be cut and brought inside. They will last a long time in a vase. A vase is a jar, bottle, or other container that is used to hold flowers.

Sunflower seeds are good to eat. People, birds, and other animals, including squirrels and chipmunks, love to eat sunflower seeds. They can be difficult to eat if they are still in their shells, but they are filled with protein and are good for you! Sunflower seeds also have a lot of oil in them. It can be squeezed out and collected. Many people use sunflower oil for cooking.

Sunflowers are pretty flowers, and they give us and other animals food. Be careful of the stems, though—they are rough and very scratchy!

Name: _____ Date: _____

1. What is a sunflower?

- A. a big, circular, yellow flower
- B. a big, triangular, red flower
- C. a small, circular, blue flower
- D. a small, triangular, purple flower

2. What does the author describe in the second paragraph?

- A. the center of a sunflower
- B. different ways people use sunflowers
- C. animals that love to eat sunflower seeds
- D. food that is made with sunflower oil

3. Sunflowers provide food to people and animals.

What evidence in the text supports this statement?

- A. "Sunflowers are actually made up of lots and lots of tiny flowers."
- B. "We use sunflowers in different ways. One thing we do with them is look at them!"
- C. "They [sunflowers] will last a long time in a vase. A vase is a jar, bottle, or other container that is used to hold flowers."
- D. "People, birds, and other animals, including squirrels and chipmunks, love to eat sunflower seeds."

4. Read these sentences from the text.

"We use sunflowers in different ways. One thing we do with them is look at them!"

Based on the information in this text, why might people look at sunflowers?

- A. because sunflower seeds are filled with protein
- B. because sunflower seeds have a lot of oil in them
- C. because sunflowers need a lot of sun to grow
- D. because sunflowers are bright and pretty

5. What is the main idea of this text?

- A. Sunflowers are actually made up of lots and lots of tiny flowers.
- B. The stems of sunflowers are rough and scratchy.
- C. Sunflowers are pretty flowers that give people and animals food.
- D. Sunflower seeds can be difficult to eat if they are still in their shells.

6. Read this sentence from the text.

"Sunflowers are actually made up of lots and lots of tiny flowers."

Why might the author have used the phrase "lots and lots" here?

- A. to call attention to how bright sunflowers are
- B. to call attention to the amount of flowers that make up sunflowers
- C. to call attention to how small the flowers that make up sunflowers are
- D. to call attention to how much sun sunflowers need to grow

7. Read these sentences from the text.

"Sunflower seeds are good to eat. People, birds, and other animals, including squirrels and chipmunks, love to eat sunflower seeds. They can be difficult to eat if they are still in their shells, but they are filled with protein and are good for you!"

What does the word "they" in the last sentence refer to?

- A. people
- B. birds and animals
- C. squirrels and chipmunks
- D. sunflower seeds

8. What do sunflower seeds have inside them?

9. What do people use sunflower oil for?

10. Read this sentence from the text.

"We use sunflowers in different ways."

Explain what part of a sunflower might be most useful to people. Support your answer with evidence from the text.

Chicken Soup for Nicole

by W.M. Akers



"Hello?" said Elizabeth. "Are you there?"

"Ahhhhhhh-choo!"

"Nicole?"

"Ahh-choo!"

"Gesundheit."

"Ahh-choo!"

"If you don't stop sneezing, how are we ever going to have a conversation?"

"I'm sorry," said Nicole, finally. Her voice sounded thick and tired. "I think I have a little cold."

"Oh no, you don't. Uh-uh. Not today. Today we are going to the beach."

"I don't know. I feel pretty awful. My nose is runny and my eyes are itchy, and my head feels like someone stuffed it full of boiled cabbage."

"Beeswax!" said Elizabeth, which is what she always told her best friend when she was talking nonsense. "Absolute beeswax. Who ever heard of someone getting a cold in July?"

"I guess I'm some kind of medical miracle."

Elizabeth chewed her fingernail and looked down at her bathing suit. It was an adorable one -the most adorable she had ever owned-with pale pink stripes that nicely accented her blue eyes. She had bought it in April, and had spent the last months of school looking forward to the first day she could wear it at the beach. Today was meant to be the day.

Each summer, Elizabeth's brother and his friends spent every day, from lunchtime to sunset, lounging on the sand. By the end of June they were as red as lobsters, and by halfway through July they were as tan as beech nuts. (Elizabeth wasn't sure what a beech nut was, but she knew it must be very brown.) Every summer, she and Nicole begged him to take them along, but he always refused.

"You guys are too young," David would say. "Maybe next year."

Finally, next year was here. Two days before, their mother had said to David over dinner, "Why don't you take Elizabeth to the beach with you on Friday?"

"I can't, Mom. She's just a kid."

"Oh, come on. She's too old to spend another summer sitting around the house. Take her with you! It will be fun."

And because in their family, you simply didn't argue with Mom, that was it. Elizabeth and Nicole had their ticket to the beach.

"Until you had to get sick and spoil it!" exclaimed Elizabeth.

"I'm sorry," sniffled Nicole. "Why don't you just go without me?"

"Did your cold rot your brain? You really think I would go to the beach alone with David and his friends? It would be more boring than school. You're coming, and that's it."

"I can't. I have a fever." And that was that. In Nicole's family, you simply didn't argue with a fever.

"Beeswax," said Elizabeth. "Positively beeswax."

David was loading the cooler into his car when his sister stomped out of the house.

"Hurry up," he said. "It's a beautiful day, and I don't want to miss a minute. I'm getting paler by the second-do you see?" Elizabeth scowled at him. "Where's your suit?"

"I'm not coming to the beach today."

"Okay. Your loss." He started the car. "Could you get out of the way? I have to back out, and Mom would be mad at me if I squished you."

"Mom said you need to take me to the grocery store. It's for Nicole."

David looked at his sister in the rearview mirror. She was trying to smile at him, but it wasn't working. She was trying to look sweet. Something was definitely up.

"You're lying," he said. He revved his engine, startling her, and she jumped out of the driveway. "Mom didn't tell you a thing, which means that I don't have to take you anywhere, which means that I'm going to the beach. So long!"

He drove away, and Elizabeth wondered if there was anywhere on the Internet that explained how to melt older brothers with your mind. She had been lying, and he knew. He always knew. She would have to ride her bike.

David was right. It was a beautiful day-just hot enough to go to the beach, but far too hot to be riding a bike. Elizabeth felt like her skin was going to sweat off, and only made it to the store by imagining how good the air conditioning would feel inside. She parked her bike, locked it, and inhaled sharply when the icy air hit her chest.

"Spectacular," she murmured. If only Nicole had been there to appreciate it.

At the butcher's counter, she rang the bell for service, and the butcher appeared: a pimply-faced young man who was really too old to have pimples. "May I help you?" he asked.

"I need to buy a chicken."

"What cut do you want? Thighs, drumsticks, breasts?"

"I don't know. Just give me the whole thing."

"Broiling Chickens are over there. See?"

She had seen. In the poultry aisle, there were all sorts of pale bits of chicken, sealed tightly

under plastic, shimmering in the harsh white light. To one side were whole chickens, plucked bare and sad-looking. It made her skin lurch to look at them. She picked up the least disgusting one, and grimaced when it squelched through the plastic.

"Think of Nicole," Elizabeth said. "Just think of poor, sick, sniffly, selfish, beach day-ruining Nicole!" Failing to contain her anger, she marched up and down the store, grabbing all sorts of things she thought she might need: avocados, noodles, some pineapple, teriyaki sauce and mayonnaise. (Mayo was Nicole's favorite.) The clerk at the checkout line gave her a funny look.

"What are you making, little girl?" he asked.

"Jeez," she said. "Duh. Jeez. Obviously, I'm making chicken soup."

Step one: get the biggest pot you can find. Elizabeth nearly toppled off the counter as she lifted her mother's largest stock pot, which slipped through her fingers and crashed to the floor. The pot was unharmed, but the floor was pretty badly nicked. It didn't matter—there was no time to waste.

Elizabeth filled the pot with water, but it was too heavy to pick up and out of the sink. She dumped it out, sloshing only a little onto the floor, and put it on the stove. She poured cup after cup of water into it, managing to fill it after twenty minutes or so, when she turned the heat on high.

Now, the chicken. She unwrapped the bird carefully, and lowered it into the pot with her mother's tongs.

"No way am I touching that," she said. The chicken plopped into the water, sending a wave over the side of the pot, where it hissed away on the flame. Along with the chicken, Elizabeth added all the soup stuff she could think of: carrots, onion, celery, potatoes, radishes, Brussels sprouts, broccoli and a banana. She wasn't allowed to use the knife, so she couldn't chop any of the vegetables, but she did the best she could with what she had: prying the broccoli apart with her teeth, and mashing the potatoes and banana with her elbow. Now she just had to wait.

"This is going to be awesome," she said. "This will be the best chicken soup Nicole has ever tasted, and she's going to be so thankful that she'll feel just awful that she spoiled our day. That will show her!"

The water was not boiling. She stuck her finger in it. It was barely even warm. While she

waited, she added a few handfuls of pineapple, noodles, teriyaki sauce and mayonnaise. (The avocado she ate while she waited, because avocado makes an excellent snack.) After what seemed like nine or ten hours, but was actually just eight minutes, she checked the water again. It still wasn't bubbling.

"Beeswax," she said, and sipped her broth. It tasted like watered down mayonnaise with teriyaki sauce in it. It tasted terrible. "Double, triple, quadruple, infinity beeswax!"

Elizabeth's mother was gardening when she heard her daughter shouting. "Hmm," she said, and popped her head in the kitchen door. "It looks like a tornado came in here."

"Mom-I think your oven is broken. This soup tastes terrible."

"That's soup?"

"Obviously. I'm making chicken soup for Nicole because she's a jerk."

"I see," said Mom, who didn't see at all. "Why all the teriyaki sauce and pineapple?"

"It's Hawaiian-inspired."

"Let me see if I can help."

Nicole was blowing her nose when the doorbell rang. "One second!" she shouted. When she opened it, Elizabeth thrust a Thermos in her face.

"Here," said Elizabeth. "I made you some soup. I made it out of spite."

"Out of what?"

"It means that I'm mad that you got sick, and so I made you soup. Well, really my mom made it. And actually, it's out of a can. But I opened the can!"

Nicole gave Elizabeth a big hug. "Thank you! That was so sweet. My throat is sore, and I'm just dying for some soup."

As her friend hugged her, Elizabeth realized that she wasn't mad at Nicole. She was just hungry. They were just pouring the soup into bowls when they heard the thunderclap. Sheets of rain whipped against the window, and they watched from the kitchen, safe and dry.

Name: _____ Date: _____

1. What does Elizabeth decide to make for Nicole?

- A. beeswax
- B. avocado soup
- C. chicken soup
- D. chicken drumsticks

2. Who is the main character of this story?

- A. David
- B. Elizabeth
- C. Elizabeth's mom
- D. the young man at the butcher counter

3. Elizabeth is upset at Nicole.

What evidence from the passage supports this statement?

- A. "In the poultry aisle, there were all sorts of pale bits of chicken, sealed tightly under plastic, shimmering in the harsh white light."
- B. "Elizabeth filled the pot with water, but it was too heavy to pick up and out of the sink."
- C. "Along with the chicken, Elizabeth added all the soup stuff she could think of: carrots, onion, celery, potatoes, radishes, Brussels sprouts, broccoli and a banana."
- D. "'Think of Nicole,' Elizabeth said. 'Just think of poor, sick, sniffly, selfish, beach day-ruining Nicole!'"

4. What might be a reason that Elizabeth does not bring Nicole the chicken soup she makes herself?

- A. The chicken soup Elizabeth makes herself tastes terrible.
- B. Elizabeth likes the chicken soup she made too much to share it.
- C. Elizabeth wants to save the chicken soup she made for her mother.
- D. The chicken soup Elizabeth makes will taste better in a couple days.

5. What is a theme of this story?

- A. Going to the beach is never a good idea.
- B. Making chicken soup is so easy that anyone can do it.
- C. Things in life do not always work out as planned.
- D. Brothers and sisters should always be nice to each other.

6. Read the following sentence: "He drove away, and Elizabeth wondered if there was anywhere on the Internet that explained how to melt older brothers with your mind."

Why does the author describe Elizabeth wondering if there was anywhere on the Internet that explained how to melt older brothers with your mind?

- A. to make the reader wonder why Elizabeth spends so much time on the Internet
- B. to make the reader afraid of young people who like to use the Internet
- C. to make the reader laugh and understand how Elizabeth feels
- D. to make the reader cry and feel sorry for Elizabeth's brother

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

At first the weather seems great for a trip to the beach; _____, it starts to rain.

- A. later on
- B. for example
- C. in particular
- D. previously

8. Where were Elizabeth and Nicole planning to go together?

9. Why do Elizabeth and Nicole not go to the beach?

10. In "Chicken Soup for Nicole," many things do not work out as planned. Give one example of something not working out as planned. Then explain whether what actually happened turned out to be better or worse than what was planned.

Summer Reading Responses

Non-Fiction:

- What did you know about the topic before opening the book?
- List three facts you've learned while reading the book.
- What is the author's purpose for writing the book?
- What information surprised you and why?
- What information do you question or think might not be correct? Why? How might you check it out?
- What is the most important information you've learned and why?
- What would you like to learn more about regarding this topic and why?
- Create a timeline of important events that you have read about so far.
- What features helped you determine that this book was non-fiction?
- Does the author include opinion and fact statements in the book? Find examples of each.

Fiction:

- Did you enjoy reading this book? Why or why not?
- Did anything about this book remind of you of something that happened in your own life? Did a character remind you of someone you know? Explain.
- Are the characters realistic? Why or why not?
- Create a timeline of important events that you have read about so far.
- Describe a character you'd like to meet. List 4 questions you'd ask him or her.
- Describe the conflict and the solution.
- Describe the setting - time and place. Based on the details and events in the story, would you add anything to the setting? Why or why not?
- Compare and contrast two characters in the story.
- What is the theme of the story? Support your answer with evidence from the text.

Reading Response

Date: _____

Title: _____

Author: _____

Fiction/ Non-Fiction (circle one, add the genre for extra credit) _____

Reading Response chosen: _____

Your Response: _____

Reading Response

Date: _____

Title: _____

Author: _____

Fiction/ Non-Fiction (circle one, add the genre for extra credit) _____

Reading Response chosen: _____

Your Response: _____
