

Name: \_\_\_\_\_ An adjective to describe yourself: \_\_\_\_\_

# ELA Incoming 7th Grade Summer Break Packet

## **Due Date: August 19th, Monday**

Suggested Date	Reading Assignment	Rubric		
<b>Week 1</b> June 17-21	Homo Sapiens	2	1	0
<b>Week 2</b> June 24-28	How Are Rainbows Formed	2	1	0
<b>Week 3</b> July 1-5	The Mystery of the Whistling Building	2	1	0
<b>Week 4</b> July 8-12	Railroad Bridge, Argenteuil	2	1	0
<b>Week 5</b> July 15-19	Why Is It Colder in the Winter Than in the Summer?	2	1	0
<b>Week 6</b> July 22-26	The Inside Scoop	2	1	0
<b>Week 7+8</b> July 29- August 9	Reading Log: book of your choice	4	2	0
<b>Week 9</b> August 12 - 16	Book Report on book you read	4	2	0
	Summer Jam for <b>NEW</b> to Alpha students begins on <b>August 12, 2019</b> Summer Jam for <b>RETURNING</b> students begins on <b>August 14, 2019</b> <b>Regular School Begins for Everyone on August 19, Mon.</b>	<b>Total Habits</b> Score: ____ /20		

- ★ Each assignment will be inputted into your ELA gradebook for a total of **20 habits points** total for your quarter 1 grade.
- ★ Turned in on time will also earn you 5 owl tickets for all of our school values
  - Joy \* Integrity \* Relationships \* Leadership \* Excellence

Congratulations on making it to 7th grade! I am very excited to get to know you and your family better this upcoming school year. 7th grade ELA will strongly focus on developing your existing skills, while history will push your knowledge to new adventures!

Did you know that during the summer most students will lose about 2 months of reading achievement?!? This usually happens when students forget to read. To make sure that you stay in tip top shape this summer, you will be choosing a book, keeping a reading log, and preparing a book report which you will share with the class on our first week back to school. This extra practice will make it easier for you to start the year strong! **Be warned: do not leave the assignment until the week or day before the first day of school! It will be VERY difficult to complete it well.**

Enjoy your reading and enjoy your summer!

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Estudiantes y familias, ¡Felicidades por llegar al 7 ° grado! Estoy muy emocionada de poder conocer a usted y su familia este próximo año escolar. Literatura de 7° grado se enfocará fuertemente en desarrollar las habilidades existentes de su estudiante, mientras que la historia llevará su conocimiento a nuevas aventuras.

¿Sabía que durante el verano la mayoría de los estudiantes perderán aproximadamente 2 meses de logros en lectura?!? Esto generalmente sucede cuando los estudiantes se le olvidan leer. Para asegurarse que su estudiante mantenga la mejor forma este verano, ellos tendrán que elegir un libro, completar un registro de lectura y preparar un informe del libro que compartirán con la clase en nuestra primera semana de escuela. **¡Esta práctica adicional hará que sea más fácil comenzar el año fuerte! Tenga cuidado: no deje la tarea hasta la semana o el día anterior al primer día de clases. Será MUY difícil completarlo bien.**

¡Disfruten su lectura y disfruten su verano!

Sinceramente,

**Ms. Garcia**

7th Grade ELA and History Teacher  
[mgarcia@alphapublicschools.org](mailto:mgarcia@alphapublicschools.org)  
(408) 372-8550





# Parents Evaluation/Reflection Form

- 1. How difficult did you feel this summer packet was for your student? Was it too easy or too difficult or somewhere in the middle?** *¿Qué tan difícil le pareció que esta tarea de verano fue para su estudiante? ¿Fue demasiado fácil o demasiado difícil o mas o menos?*
  
- 2. How much help did you give your student in completing this challenge?** *¿Cuánta ayuda le dio a su estudiante para completar esta tarea?*

Student Name: \_\_\_\_\_ Preferred Name: \_\_\_\_\_

Parent/Guardian(s) names: \_\_\_\_\_

Parent/Guardian(s) emails: \_\_\_\_\_

Parent/Guardian(s) phone numbers: \_\_\_\_\_

**STOP!** Before you start reading make sure you review and use the annotations below.

**1 point** for annotations

**1 point** for answering questions correctly

**Extra Credit:** Write comments about your thinking in the margins of your reading assignments.

<b>* = This is important!</b>
<b>___ = This is a key word/detail.</b>
<b>✓ = I understand.</b>
<b>○ = This is unfamiliar.</b>
<b>? = I don't understand.</b>
<b>! = I'm surprised.</b>
<b>∞ = I made a connection.</b>

**Homo Sapiens**  
**By Jesse Kohn**

It was about four months after I graduated from college that I finally got a job working at the zoo. The pay wasn't bad: all the chicken nuggets I could stomach and my own room in the cage where they kept the human beings.

I've always been a little nervous starting anything new, but I remember that first day being particularly unnerving, waiting for the zoo to open. I asked Joseph, who had been there for years, if there was anything I could help set up. He told me just to relax, maybe go down the slide a few times.

"Nothing like the slide to clear your mind," he said.

Emily and Cindy were waiting in line to go down the slide.

"You look a little green," Emily said.

"First day," I replied.

"First day, huh?" said Cindy. "I remember my first day. I spent the whole day hiding in the laundry closet."

"Listen," said Emily. "There's nothing to be nervous about. We just do our thing and the people come and watch and sometimes ask us to do a trick."

When I got to the top of the ladder, a blow horn resounded through the park announcing that the gates were opening. My heart did a somersault, and I slid down the slide.

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Sure, the job had little to do with what I had studied in college, but after having spent four months looking for work, I was desperate. It wasn't so bad at the zoo, either. I liked our habitat. It reminded me a lot of home. The part of our habitat that faced the visitors was kind of like a backyard. Behind the backyard was the fake house where we each had our own little room; we could always go nap there when we got tired. There was a pond-sized bathtub we were encouraged to swim in, and there was always music playing in case we felt like dancing.

Rainy days were best because there weren't many visitors. The zookeepers had hired a wonderful bunch of human beings, and it was a pleasure getting to know them all. It turned out every single one of them had something special they could do—Joseph composed music, Emily wrote poetry, Cindy read Tarot cards—but even more impressive than what they could do, was who they all were. Sometimes I wondered if the zookeepers—or even the wide-eyed and fascinated visitors—had any idea just how special we all were.

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On sunny days, the visitors crammed around our cage and hollered and cooed at us. Our trainers entered every hour and had us perform tricks in exchange for chunks of cookie dough, which, of course, none of us could refuse. My tricks usually had to do with dancing. One of our trainers spotted me dancing one evening and realized quickly that I had formidable moves. Of course the visitors ate it up. Many nights I'd go to sleep with my toes painfully calloused from fancy footwork and my limbs aching from my shaking legs. Joseph did mostly magic tricks, and Emily rode her bicycle in circles.

Once I recited a poem I'd memorized in French, but by the time I'd reached the third stanza no one was listening.

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On the third Sunday of every month, our trainers would leash us up and take us for a leisurely walk about the park. Without the glass between us and them, the visitors were much more respectful. They even seemed a little frightened.

One time a little girl dropped her doll, and Cindy picked it up and handed it to her. Her father suddenly pulled her away from Cindy.

"Don't touch it, Amanda!" he shouted. "That's a wild animal!"

Cindy was so angry the trainer had to wrestle the girl's doll away from her.

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But working in the zoo had its perks, too. And eventually I'd been there so long that many of visitors started to remember me.

"It's Jesse!" the children would shout. "Do the dance! Dance for us!" And they'd dance with me on the other side of the glass.

There was even an old woman who came now and then and asked me to recite French poetry to her.

One time I slipped out of the cage late at night and snuck into the "Oceans of the World" exhibit. The lights were out, but glowing jellyfish illuminated the walkways. I followed those drifting pillows of light through tunnels of artificial coral, past walls of water flashing with silver schools of tuna, and the circular tank with the circling sharks. Finally, I found what I was looking for: an immense cylindrical tank in the very center of the exhibit. In the dark, I could just barely read the plaque: ARCHITEUTHIS, Giant Squid. It was murky in the tank, and I stared at that black abyss for a long time, seeing only my own reflection trying to peer in through the glass. And I started thinking about who I was and about the other human beings, and I thought about what we were all doing in that zoo. And then, all at once, I realized that I had been looking into the eye of the squid. And in a flash of twisting tentacles and a cloud of ink even darker than the water, it disappeared into the shadows.

"And who are you really?" I whispered, staring into the tank.

**1. Where does the narrator of the passage work?**

- A at a library
- B at a zoo
- C at a movie theater
- D at an amusement park

**2. From which point of view is this story told?**

- A first-person point of view ("I")
- B second-person point of view ("you")
- C limited third-person point of view ("he" or "she")
- D omniscient, or unlimited, third-person point of view ("he/she/they")

**3. Read the following sentences from the story:** "It wasn't so bad at the zoo, either. I liked our habitat. It reminded me a lot of home. The part of our habitat that faced the visitors was kind of like a backyard. Behind the backyard was the fake house where we each had our own little room; we could always go nap there when we got tired."

**What can be concluded from this information?**

- A The narrator does not like working at the zoo very much.
- B The zookeepers are not taking good care of the narrator.
- C The narrator is a human being on display at a zoo.
- D The narrator has spent his or her whole life working at the zoo.

**4. How does the narrator's attitude about being at the zoo change throughout the story?**

- A laid-back at first, then thoughtful, and finally nervous
- B laid-back at first, then nervous, and finally thoughtful
- C nervous at first, then laid-back, and finally thoughtful
- D thoughtful at first, then laid-back, and finally nervous

**5. What is a theme of this story?**

- A true love
- B religious belief
- C the horrors of war
- D human nature

**6. Read the following sentences from the story:** "'You look a little green,' Emily said. 'First day,' I replied." **What might the word "green" mean in the sentence above?**

- A inexperienced or sick
- B healthy or confident
- C friendly or very happy

D old or exhausted

**7. Select the word that best completes the sentence.**

- A consequently
- B otherwise
- C earlier
- D such as

**8. What question does the narrator ask at the end of the story? Why does the narrator ask the question at the very end of the story? Support your answer with evidence from the passage**

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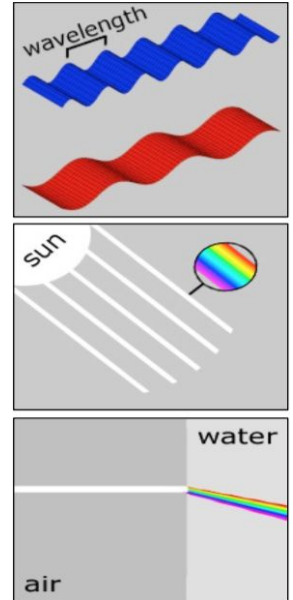
**How Are Rainbows Formed?  
By Dr. Hany Farid, Dartmouth College**

Sunlight is composed of light of varying wavelengths. Short wavelength light appears blue, violet and indigo, and long wavelength light appears red, orange and yellow. When sunlight enters a raindrop in the air, the light splits into a multitude of colors. This light then reflects off the back of the raindrop and re-emerges in the direction in which the light first entered. The light emerging from many raindrops creates a rainbow. Read on for a more detailed explanation.

- Fact 1. Light travels in waves. The light's wavelength determines its perceived color. Short wavelength light, for example, appears blue, and long wavelength light appears red.
- Fact 2. Sunlight is composed of light of many wavelengths. In the range that we can see, this includes the colors of the rainbow.
- Fact 3. When light enters water, it bends (refracts). The amount of bending depends on the wavelength of light. As a result, the light splits into its component colors.

When a ray of sunlight enters a raindrop, it bends (refracts). The light then strikes the back of the raindrop, where some of the light passes through and some is reflected. As the light exits the raindrop, it is refracted again. The angle at which the light emerges depends on the wavelength of light. This path is illustrated in the small box below, where only the bending of two wavelengths (blue and red) are shown.

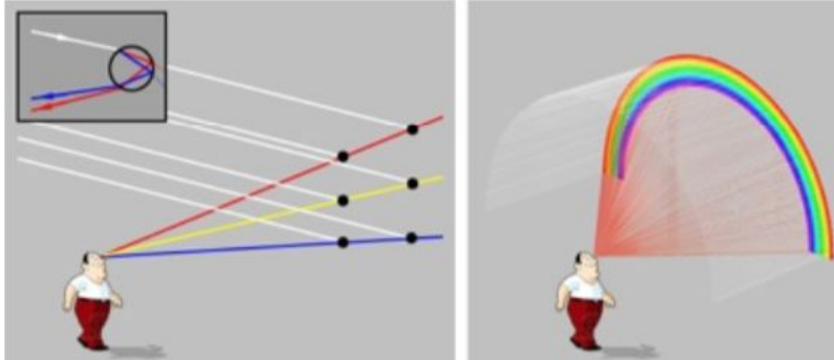
Look at the diagram below. Consider the picture on the left.. The sun is behind you (white rays) and there is rain in front of you (black dots). As the sunlight enters each raindrop, the light is refracted and reflected as described above. Because the sun is so far away, the rays of sunlight are nearly parallel to one another. As a result, the angle between the red line and each ray of sunlight striking a raindrop on that line will be the same. So, the light that reaches your eye along this ray will be of the same wavelength (color). The same is true for the yellow, blue, and intermediate lines corresponding to each color of the rainbow.





Consider the picture on the right which explains why the colors of a rainbow form an arc. The angle between the incoming rays of sunlight (white) and all of the red lines, forming a circular cone, have the same angle. As a result, the light that reaches your eye along these lines have the same wavelength (color). The same is true for each band of the rainbow.

The reason that rainbows are somewhat rare is that you will only see them when there is rain in front of you and somewhat in the distance, and the sun is behind you and fairly low on the horizon.



1. What is sunlight composed of?

- A light of a single color
- B light traveling at different speeds
- C light of varying intensity
- D light of varying wavelengths

2. What does the author explain in the first paragraph of the text?

- A how light travels
- B how a rainbow is formed
- C why rainbows are shaped like an arc
- D why rain causes light to split into separate colors

3. Read these sentences from the text.

“Sunlight is composed of light of varying wavelengths. [...] When light enters water, it bends (refracts). The amount of bending depends on the wavelength of light. As a result, the light splits into its component colors.”

What can you conclude based on this evidence?

- A Each wavelength of light bends the same amount when it enters water.
- B When light enters water, its wavelength is altered.
- C Each component color of light has a different wavelength.
- D The component colors of light all have the same wavelength.

4. When would you be most likely to see a rainbow?

- A in the evening on a partly rainy, partly sunny day
- B in the morning on a bright, sunny day
- C in the evening on a cloudy, rainy day
- D at noon on a partly cloudy day

5. What is the main idea of this text?

- A Sunlight is composed of light of varying wavelengths. Short wavelength light appears blue, and long wavelength light appears red.
- B Rainbows form when sunlight enters raindrops, splits into different color components, and then re-emerges from the raindrops.
- C The colors of a rainbow form an arc because of the angles at which light of different wavelengths reaches your eye.
- D You will only see rainbows when there is rain in front of you and somewhat in the distance, and the sun is behind you and fairly low on the horizon.

6. Why might the author have chosen to list Facts 1, 2, and 3 separately instead of describing them in one paragraph?

- A to emphasize the importance of these facts to the way rainbows form
- B to show that these facts are not related to each other in any way
- C to indicate that these facts do not affect the way rainbows form
- D to make the explanation of how rainbows form seem more complicated

7. Choose the answer that best completes the sentence.

Light's wavelength determines its perceived color; \_\_\_\_\_, short wavelength light appears blue.

- A initially
- B for instance
- C however
- D similarly

8. When light enters water, it bends. What does the amount of bending depend on?

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## **The Mystery of the Whistling Building** **by ReadWorks**

In the fall of 2012, the government of New York City began receiving unusual complaints from the residents of a small strip of land in the borough of Staten Island. People who lived around a section of Father Capodanno Boulevard, in the South Beach neighborhood, claimed that, when the wind was up, they could hear a noise that sounded something like whistling. Where the sound came from was a big mystery. The noise had never been around before, but it had suddenly appeared and was often very loud. When the wind was blowing especially hard at night, some residents even had difficulty sleeping.

Residents had many descriptions for the noise, which was decidedly eerie. One resident told a local paper, *The Staten Island Advance*, that it sounded like "100,000 people with unlimited air in their lungs blowing through Coke bottles." Others said it was more like the sound a UFO makes in a movie when it lands. The noise was not consistent. It would get louder and softer depending on the wind. Sometimes, it would change pitch. Every so often, more than one note would play at the same time. To many residents, it sounded like a giant musical instrument. The sound could be heard more than a mile away.

The whistling, it turns out, was caused by a building. The Ocean Breeze Athletic Center, an indoor running track, was in the middle of construction when the noise first started. The construction crew had just finished assembling the giant metal skeleton that would form the building's frame. Because the building was next to the water, it got a lot of wind that blew off of the Atlantic Ocean. Some of this wind blew through parts of the building called "acoustic baffles"-devices designed, ironically, to reduce sound produced inside the center. However, when the baffles were exposed to wind, they made a whistling sound. This was the noise the locals were hearing.

The athletic center was not the first building in New York to make a whistling noise. In the late 1980s, another building in the Midtown neighborhood of Manhattan also produced whistling noises. Whistling happens when a stream of air moves through a small hole. The kind of whistling sound produced depends on the size and shape of the hole. The skyscrapers in Midtown had architectural features on their exteriors which contained small holes that wind could pass through. This was how the noise was produced.

When they figured out what was wrong, the New York City government, which was responsible for building the athletic center, quickly apologized to the residents of South Beach, Staten Island, for the annoying noise. They had not expected that the building would produce a whistling sound, and promised the problem would be quickly fixed when the building was completed and the acoustic baffles were protected from the wind.

"We sincerely regret any annoyance the wind noise may be causing for residents of the area," the city told residents in a written statement. "We expect to complete the roof by mid-November and the exterior shell by early December."

However, this estimate was, unfortunately for the people who had heard the noise, not correct. A few weeks later, Hurricane Sandy hit New York City. Much of Staten Island was flooded. Construction crews that had been building other buildings before the storm were dispatched to help with the cleanup. The site of the arena was also briefly flooded during the storm. Both of these factors delayed construction of the arena by several months, leaving the poor residents of South Beach to put up with the noise for all that time.

One afternoon in December of 2012, a reporter went out to see the arena and listen to the noise. He brought with him a musical composer. The composer made modern music-music that often uses many different types of sounds, not just the instruments of a traditional orchestra. He brought a large recording device with him, which he set up 100 yards from the building. The wind was blowing, and the building was whistling loudly. For a long time, the reporter and the musical composer listened to the building. Finally, the composer reached over and turned off the recording device.

"That was beautiful," he said. "The building was like a giant organ."

As the reporter and the composer were walking back to their car, they noticed that a psychiatric hospital—a place where people with mental disorders can get treatment—was located just a few blocks from the building. The two of them got curious and walked over to the hospital. What would the people with mental disorders think of the noise? They walked into the building and asked the receptionist what the patients thought of the whistling. "Some of them hate it, but some of them love it," she said. "There's one man who's been here six months. He was ill-tempered, angry at everyone, until that whistling started. Now he's pleasant as can be. I don't know what that is. It soothes him, I suppose."

As of August 2014, construction of the athletic center was nearing completion. The building stopped whistling. However, the sound it made had been preserved on several recordings. The musical composer was thinking of turning the whistling into a new song.

**1. Residents of South Beach, Staten Island were complaining about what?**

- A. the lack of nearby athletic centers
- B. Hurricane Sandy
- C. the long commute to Manhattan
- D. a loud whistling noise

**2. One effect of the loud whistling noise was that South Beach residents could not sleep. What was the cause of the loud whistling noise?**

- A. athletes running on an indoor running track
- B. wind blowing through parts of a building called "acoustic baffles"
- C. a UFO landing nearby
- D. wind blowing between skyscrapers in Manhattan

**3. The whistling noise was disruptive to the people in South Beach, Staten Island. What evidence from the text supports this statement?**

- A. People had difficulty sleeping, and the noise could be heard more than a mile away.
- B. At first no one knew where the whistling sound was coming from, and people were annoyed that they didn't have an answer.
- C. The noise was not consistent and would sometimes change pitch.
- D. Residents had many different descriptions for what the noise sounded like.

**4. Read the following sentences:** "When they figured out what was wrong, the New York City government, which was responsible for building the athletic center, quickly apologized to the residents of South Beach, Staten Island, for the annoying noise. They had not expected that the building would produce a whistling sound, and promised the problem would be quickly fixed when the building was completed and the acoustic baffles were protected from the wind."

**How did the residents of South Beach likely feel about this "solution"?**

- A. satisfied with the apology
- B. reassured that the government was doing all they could
- C. annoyed that nothing could be done sooner
- D. embarrassed that they had complained so much

**5. What is this passage mostly about?**

- A. the effect of Hurricane Sandy on New York
- B. the cause and effects of a whistling noise
- C. construction methods used to build skyscrapers
- D. problems faced by the Ocean Breeze Athletic Center

**6. Read the following sentences:** "Some of this wind blew through parts of the building called 'acoustic baffles'-devices designed, ironically, to reduce sound produced inside the center. However, when the baffles were exposed to wind, they made a whistling sound." The author uses the word "ironically" to refer to the baffles. **Why is it ironic that the acoustic baffles were causing the whistling sound?**

- A. because the residents found the noise created by the baffles humorous
- B. because the baffles were made of iron and other metals
- C. because the baffles were fulfilling the purpose they were created for
- D. because the baffles were designed to reduce noise but were creating noise instead

**7. Many of the residents in South Beach complained about the whistling noise and had trouble sleeping. How did the whistling affect the man at the psychiatric hospital?**

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### **Railroad Bridge, Argenteuil**

**This text and image are provided courtesy of the Philadelphia Museum of Art.**

A small sailboat drifts along the water in this tranquil scene. Warm, golden light brightens the bridge's white pillars and the boat's sail. Their reflections in the water add pink, yellow, and orange hues to the blue of the river. Along the top of the bridge, a train chugs along, letting out puffs of smoke that drift across the sky. A gentle wind pushes the boat across the calm river below.

Claude Monet, the French artist who created this work of art, enjoyed painting the outdoors directly from observation. He appreciated the variety of colors in the sky, water, plants, and trees, especially those seen at sunrise and sunset. Notice the deep greens, blues, and purples in the grassy riverbank, and the blues and yellows in the train's smoke. Monet had to work quickly to capture the color and light as he saw it, since both frequently change as time passes. Look closely and you'll see the many short, quick brushstrokes that make up the grass, trees, water, and clouds. This style of painting is known as Impressionism.

This painting shows the Seine River in the town of Argenteuil (ar-jen-TOY), located just outside Paris. Monet lived there when he painted this picture, so he didn't have to travel far to observe this scenic spot. At that time, the railroad service was expanding, and it became easier for city dwellers to take weekend trips to the nearby countryside. Perhaps the tiny figures in the boat are enjoying time away from the faster pace of urban life.



**1. Which artist painted The Bridge at Argenteuil?**

- A. Mary Cassatt
- B. Winslow Homer
- C. Edouard Manet
- D. Claude Monet

**2. Which three topics does the text address?**

- A. The painting's use of color, Impressionist brushstroke style, and the expansion of the railroad service
- B. The history of the Seine River, the founding of Argenteuil, and city life in France
- C. The founding of Impressionism, the popularity of sailing, and the personal life of Claude Monet
- D. Famous Impressionist painters, techniques for painting nature images, and the Paris art scene

**3. Read this sentence from the text.**

**"A gentle wind pushes the boat across the calm river below."**

**What evidence from the painting supports the author's suggestion that there is a gentle wind?**

- A. The brushstrokes are short and quick.
- B. The right side of the painting is full of shadows and varying shades of green.
- C. The boat's sail is full while the water remains calm.
- D. The figures in the boat are far-off and tiny.

**4. Based on the information in the text and the painting, how could the mood of the painting best be described?**

- A. Scary and threatening
- B. Calm and peaceful
- C. Wild and disturbing
- D. Exciting and fun

**5. What is the main idea of the text?**

- A. Claude Monet's appreciation of natural light and color is reflected in his painting of a calm outdoor scene near a river in Argenteuil.
- B. Impressionist painters such as Claude Monet preferred depicting natural scenes over scenes of urban life.
- C. The railroad bridge over the Seine River at Argenteuil inspired many Impressionist painters.
- D. The Seine River was typically calm and tranquil, making it a popular location for sailing among the people who lived in Argenteuil.

**6. Read these sentences from the text.**

"...the railroad service was expanding, and it became easier for city dwellers to take weekend trips to the nearby countryside. Perhaps the tiny figures in the boat are enjoying time away from the faster pace of urban life."

**Why might the author have included this suggestion that the figures in the boat are taking relaxing time away from the city?**

- A. To highlight the importance of the Seine River to French industry
- B. To highlight the sense of calm in the painting
- C. To suggest that the growing railroad service negatively affected quality of life in France
- D. To suggest that Monet preferred painting images of nature

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

Light and color change frequently throughout the day. \_\_\_\_\_, Monet had to work quickly to capture the color and light as he saw it.

- A. Still
- B. Because
- C. Therefore
- D. However

**8. What characteristics of the painting create a feeling of calm in the scene? Support your answer with evidence from the text and images.**

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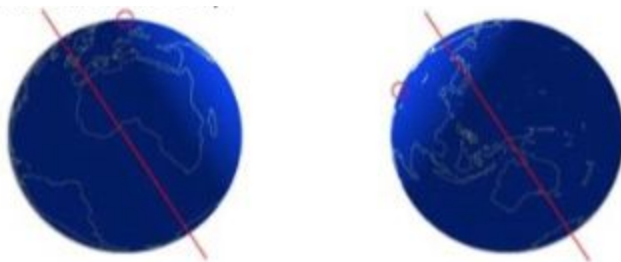
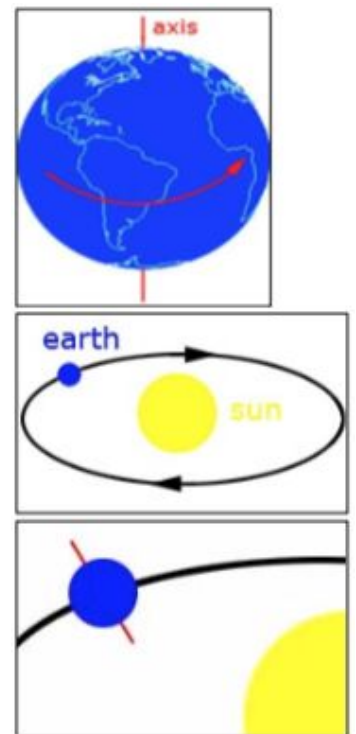
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**Why Is It Colder in the Winter Than in the Summer?  
By Dr. Hany Farid, Dartmouth College**

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 rotates around the sun (approximately) every 365 days or 1 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.)



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 the sun's axis of rotation
- C the earth's axis of rotation
- D Mars'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 towards the sun in the summer but away from the sun in the winter.
- B The earth is tilted away from the sun in the summer but towards the sun in the winter.
- C The earth is tilted slightly towards the sun in the summer and much farther towards 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 axis.
- B The arrow represents the earth's rotation.
- C The arrow represents the earth's equator.
- D The arrow represents the earth's tilt.

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 axis
- C the earth's rotation
- D the earth's path around the sun

5. What is the main idea of this text?

- A The earth rotates around its axis once every 24 hours.
- B The earth rotates around the sun approximately every 365 days.
- 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.



## The Inside Scoop By Michael Stahl

In New York City, one of the most popular brands of ice cream comes from a company called Mister Softee. Mister Softee sells ice cream to children and adults alike right out of a large blue-and-white truck. One particular Mister Softee truck driver is named Gus Elefantis. He has not only made Mister Softee ice cream his career, but the tasty, smooth ice cream has helped him make a few friends, too, since he first bought a truck in the mid-1980s.

Gus Elefantis's summer days begin at about 8 a.m. when he and his wife Lola wake up to make breakfast for their two daughters. Once breakfast is finished, Gus and Lola leave their daughters at home (the oldest daughter is 18 years old and capable of babysitting) and drive 20 minutes to a very special parking lot. It is there where Gus parks his very own Mister Softee ice cream truck every night alongside about a dozen others.

As soon as they arrive, Lola begins cleaning and stocking his truck, inserting all of the local favorite types of ice cream pops and flavored frozen ices into specific freezer compartments to be sold once Gus drives along his route. "Everything's in the same place every day," says the short, blonde lady. "This way, my husband doesn't even have to think!" Gus agrees, saying he won't even need to glance inside the freezer as he fills orders for the long lines of customers waiting on the sidewalks.

Watching his wife wipe down the sink, the refrigerator and the slushy machine, Gus explains that Lola has cleaned the truck for over 20 years, ever since they were first married. "She's the best at it," he says with a heavy Greek accent. "I've tried to clean the truck plenty of times before, but I'm no good at it. When Lola cleans, it is spotless."

Gus's morning duty is to "go shopping" and purchase any new stock the truck needs for the day. He buys these items from his old friend Dimitri Tsirkos, who got Gus into the business and now runs the Mister Softee station. The station consists of a few parking lots for the trucks and a store where drivers buy supplies. Into a shopping cart Gus loads a few cartons of chocolate and vanilla ice cream mix, which will later freeze up inside the truck's dispenser machine. He adds a can of whipped cream, some blue paper cups and a gallon of strawberry syrup.

Lola has finished cleaning Gus's truck. Tupperware containers of sprinkles are filled. Gallons of milk are placed just behind a steel refrigerator door at Gus's feet. Chocolate sauce that hardens when chilled is poured into a bowl for Dip Cones. The truck is finally ready.

After unplugging the back of the truck from a wall outlet that is used to keep the refrigerators and freezers inside running overnight, then starting up and revving the engine for a while to warm it up (the truck itself is over 30 years old), Gus drives out of the garage to sell ice cream in the neighborhood he's called home for over 40 years: Astoria, New York.

Gus will spend between nine and ten hours driving around, jumping from the driver's seat to the serving window countless times. This takes a toll on a big man's body. "You're walking on steel all day," he says. "Talk to any Mister Softee driver and they'll tell you that their legs from the knees down are a problem."

Though there is an air conditioner in the truck that isn't completely useless, its work is made more difficult by the heat coming from the refrigerators, not to mention the sweltering humidity in New York City's summer air. The back of the truck is searing on days when temperatures climb above 95 degrees, which are also some of the least profitable days because customers stay inside their air-conditioned homes. Naturally, rainy days hurt business as well. How much money the drivers make changes from year to year, depending on the weather. Gus remembers one year, though, when the weather was so cooperative, he started driving in February and didn't stop until Thanksgiving! "I made a lot of money that year," he says with a nod of his head.

Usually, Gus doesn't drive the Mister Softee truck for more than six months a year. He works every day it doesn't rain between April and October, unless there is an important family event or holiday like Greek Easter. A day spent inside his home is a day he's not making money, so he'll put in 12-hour days as often as he possibly can. On those days he misses his daughters, Joann, the older one, and Nora, who is eight.

After a long summer season and parking his truck for winter, Gus searches for a new winter job to provide for his family. "Once I drove a cab, but that was too much driving in one year for me," he laughs. "Usually, I work part-time in construction or at a restaurant just like when I was young." In some ways, he would love a stable, everyday job, he says. But with Mister Softee, he's his own boss, which has its perks.

"I eat ice cream every day," Gus says, admitting that he dips into his own supply, usually after accidentally making something a customer didn't ask for, like a cone with chocolate sprinkles instead of rainbow. "I feel like I have to eat the mistakes. I don't want them to go to waste!"

When he's had enough ice cream for the day, he gives his errors away, no charge. Gus loves giving away free ice cream, which has gotten him a lot of fans. However, the people of Astoria don't go to his truck just for ice cream—whether it's free or not—they also go to see their friend.

The side windows of the truck have few stickers, making it easy to see into the back where Gus works. This was done on purpose. He feels it makes parents much more comfortable dealing with him because it shows he has nothing to hide. Gus doesn't drive his route late at night because he knows the truck's song will get kids to jump out of bed. During the daytime, he plays the song only once per block to limit the disturbance.

"My mother always told me that if you live in a glass house, don't throw stones at your neighbors. And I live in a glass house," he says, referring to his windowed truck. He calls the job "easy," despite the long hours away from his daughters while they're on summer vacation, the heat, the hurt in his legs, and the requirement of a new job every winter. But Gus Elefantis isn't going anywhere, to the delight of the many Astorians with which he comes into daily summer contact. "Unless I hit the lotto," he says, "which I don't play, I'm not going to stop."

### **1. What does Gus Elefantis do during the summer?**

- A. Gus Elefantis teaches Greek to tourists.
- B. Gus Elefantis drives an ice cream truck.
- C. Gus Elefantis works on a construction site.
- D. Gus Elefantis waits tables at a restaurant.

### **2. What is the sequence of events in a summer day for Gus?**

- A. Gus gives away ice cream for free; Gus goes shopping for supplies; Gus drives around to sell ice cream.
- B. Gus gives away ice cream for free; Gus drives around to sell ice cream; Gus goes shopping for supplies.
- C. Gus goes shopping for supplies; Gus drives around to sell ice cream; Gus gives away ice cream for free.
- D. Gus goes shopping for supplies; Gus gives away ice cream for free; Gus drives around to sell ice cream.

### **3. Many people in Astoria like Gus. What evidence from the passage supports this statement?**

- A. "However, the people of Astoria don't go to his truck just for ice cream— whether it's free or not—they also go to see their friend."
- B. "Gus's morning duty is to 'go shopping' and purchase any new stock the truck needs for the day."
- C. "GusElefantis'ssummerdaysbeginatabout8a.m.whenheandhiswifeLola wake up to make breakfast for their two daughters."
- D. "The side windows of the truck have few stickers, making it easy to see into the back where Gus works."

**4. What is one problem with Gus's job?**

- A. Gus buys the items he needs for his truck from a friend.
- B. Gus works in Astoria, New York.
- C. Gus's job causes pain in his legs.
- D. Gus's job allows him to interact with people.

**5. Gus says that, in some ways, he would love a stable, everyday job. Why does he choose to be an ice cream truck driver instead? Support your answer with evidence from the passage.**

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Name:

## Book Report

Complete your book report before the first day of school.

- Always answer in full sentences.
- Include evidence (quotes from your book)
- Make evidence-based claims (explain how the quotes you picked support your answer)

**Title:**

**Author:**

**Recommend to a friend: Yes / No**

**Rating**



**Plot summary:**

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**Favorite character:**

**Reasoning:**

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**Favorite Quote:**

**What is the setting?**

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**What is the tone of the book? Use evidence.**

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**What is the resolution?**

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**Where you happy with the resolution? Why or why not?**

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**Drawing of your favorite scene:**

