

SUMMER PACKET
FOR INCOMING 5TH GRADE STUDENT

Student Name _____

Oliver Hoover Elementary
Home of the Wise Owls

Summer Activities Instructions:

Science: Complete the Science Reading

Math: Please complete Pre-Course Test.

Reading: Please read City of Ember and choose one of the activities provided.

LA: Please read the three passages and write a multi paragraph essay on the writing prompt.

Iready: Please complete 10 Iready lessons and record it on the log provided

*****This Packet is due to your homeroom teacher the first day of school, Thursday,

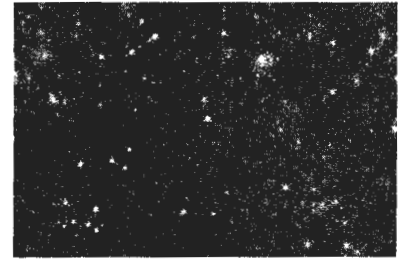
August 15th , 2024 😊*****

* Packet will be graded!

Star Pattern

Essential Question: Why do the patterns of the stars appear to shift across in the night sky?

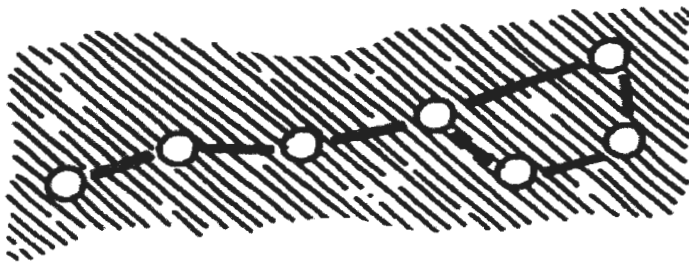
The sun is one of trillions of stars in the universe. It is the closest star to Earth. The sun and all other stars are balls of hot gases and give off light. The sun looks like it is the biggest star in the sky, but it is not, it is a medium-sized star. Billions of other stars are much bigger and brighter than the sun. These stars look smaller because they are so far away. There are also billions of stars that are smaller and dimmer than the sun. Many stars are so dim or so far away that you cannot see them with just your eyes. You could see many of them if you looked through a telescope.



For thousands of years, people have looked at the nighttime sky. They found that stars seem to make patterns. The patterns are called **constellations**. The Big Dipper, for example, looks like a scoop. The constellations have names, such as Ursa Major and Orion. Astronomers divided the sky into 88 constellations. Stars do not really move across the sky. They seem to move from night to night as the Earth rotates, or spins, on its axis. Constellations also appear to move because Earth orbits the sun during the year.

Essential Question Response:

1 Look at this star pattern, or constellation.



Which sentence is **true**?

- (A) This constellation will move in space throughout the year.
- (B) These stars will seem to move across the sky because of Earth's rotation.
- (C) On a different night, the stars will have made a different shape.
- (D) The sun is part of this constellation.

Phases of the Moon

Essential Question: Explain why there are different phases of the moon?

The moon is basically a giant ball of rock that shines because sunlight reflects off the moon's surface. It does not make its own light. Half of the moon faces the sun, and the sun shines on this half. The lighted half of the moon seems to change shape about once a month. The different shapes are called the phases of the moon.



The moon orbits Earth, and this motion causes the phases. The phases change as the moon revolves around Earth. There are several moon phases, let's read about some of those phases. When the lighted half of the moon directly faces Earth, the moon looks like a full circle. This phase is called the full moon. When you cannot see any part of the moon's lighted half, this phase is called the new moon. During the rest of the month, you see only part of the lighted half of the moon. A half of the lighted half of the moon is called a quarter moon.

Essential Question Response:

1 What phases of the moon do these pictures show?



- (A) new moon, quarter moon
- (B) full moon, quarter moon
- (C) new moon and full moon
- (D) quarter moon and new moon

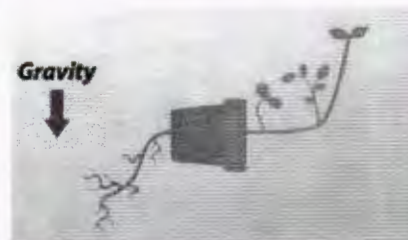
2 Why can the Moon be seen on Earth?

- (A) The sun goes through different phases.
- (B) The moon is changing all the time.
- (C) The sun's light reflects off the moon's surface.
- (D) The moon makes its own light.

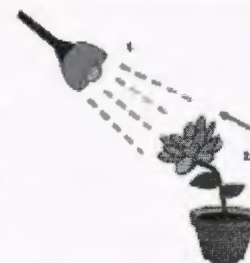
How Plants Respond to the Environment

Essential Question: How do plants respond to different stimuli?

Plants respond, or react, to stimuli such as heat, light, and gravity. Plant roots grow downward into the soil. They grow toward Earth's center because they are responding to Earth's gravity. The gravity is a **stimulus**, which means it is something that causes the plant to act in a certain way. The response, or reaction, is for the roots to grow downward to Earth's center. Some roots grow deeper and straighter into the soil, while some spread out in many directions. Tiny hairs on the roots take in water from the soil; the more root hairs a plant has, the more water it can take in.



The stem of a plant often grows upward reaching toward light. The light is the plant's source of energy for making food. It is also the stimulus the stem senses and responds to grow toward.

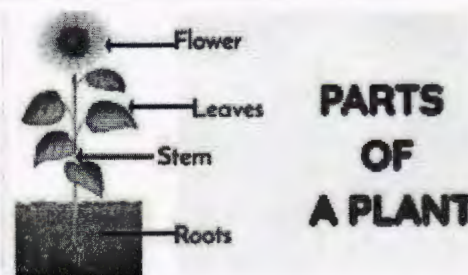


Plants also respond to heat stimulus. For example, a cactus stem grows thick as it stores water for the plant. In hot, dry weather, the cactus uses the stored water. As the water is used, the cactus stem shrinks.

Essential Question Response: _____

1 How does a plant respond to gravity?

- (A) Its roots grow downward.
- (B) Its roots grow in the soil.
- (C) Its stem grows up.
- (D) Its stem stores water.



2 What do many plant stems grow toward?

- (A) food
- (B) water
- (C) light
- (D) soil

Reflection, Refractions, or Absorption of Light

Essential Question: How does Light interact with some objects?

When light strikes some objects, it may travel straight through the object. For example, light travels straight through a glass window. However, when light strikes other objects, its path changes. The path of light can be changed in different ways. It can be reflected, refracted, or absorbed.

Some objects **reflect** light, which means that light bounces off these objects and travels off in another direction. Some objects reflect light better than others. A flat, smooth object, such as a mirror, reflects light evenly.

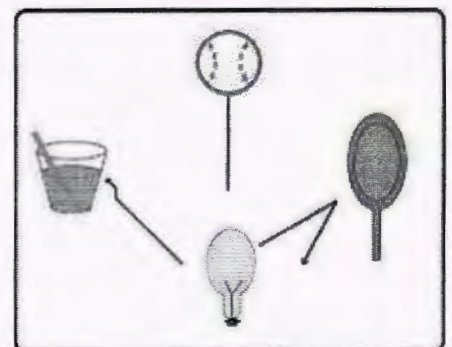
Some objects **refract** light, which means that when light strikes these objects, it bends and changes direction. Light refracts when it travels through different materials at different speeds. For example, when light travels from air into water, it slows down. Its path is bent.

When light strikes an object, the object may **absorb**, or take in, some of the light. The rest of the light is reflected. White light is made up of all colors of light. Different objects absorb and reflect different colors of light. A blue shirt reflects blue light and absorbs all the other colors of light, so you see blue. A white object reflects all light. A black object absorbs all light.

Essential Question Response: _____

- 1 You look down at your feet in a swimming pool. They seem out of place. What is happening?

- (A) Light is being reflected.
- (B) Light is being refracted.
- (C) Light is being absorbed.
- (D) Light is traveling in a straight line.



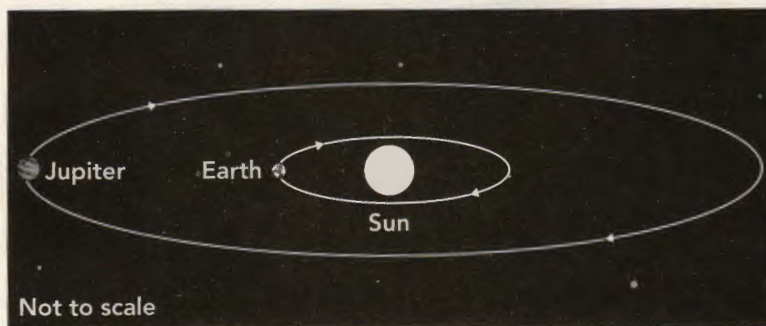
- 2 What causes a red ball to appear red?

- (A) It is absorbing red light and reflecting all other light.
- (B) It is reflecting red light and absorbing all other light.
- (C) It is reflecting all light, which is red.
- (D) It is absorbing all light, which is red.

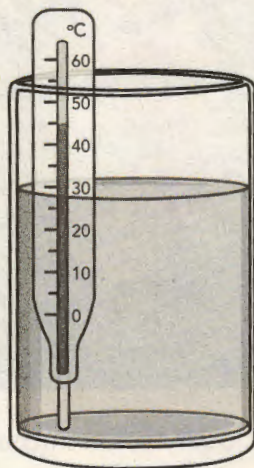
Florida Science Assessment Practice

Grade 3

- 1 The Sun is about 93 million miles from Earth. It provides the energy and warmth needed to support life. What would happen to life on Earth if the Sun was the same distance from Earth as it is from Jupiter?

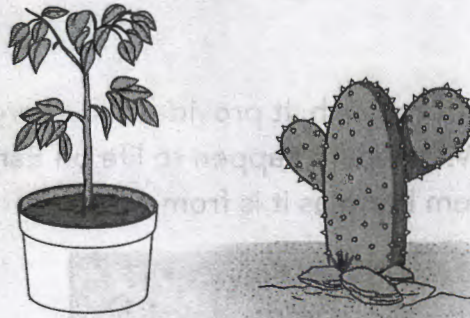


- A. Life on Earth would adjust to the warmer temperatures.
- B. Life on Earth would adjust to the colder temperatures.
- C. Earth would be too hot to sustain life.
- D. Earth would be too cold to sustain life.
- 2 What is the temperature of the liquid?



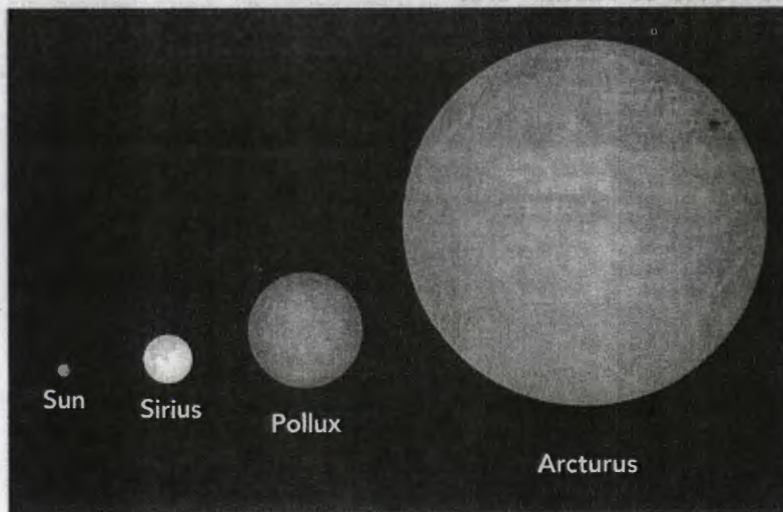
- F. 30°C
- G. 45°C
- H. 55°C
- I. 60°C

- 3 All plants make their own food. Which of the following is NOT required for these plants to make their own food?



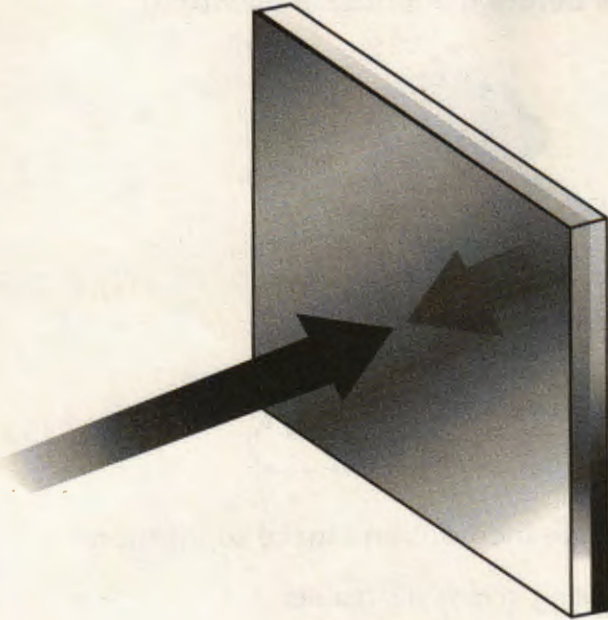
- A. sunlight
- B. water
- C. dirt
- D. air

- 4 Tommy wonders why the Sun is called a medium-sized star when it seems so big. All of the other stars at night are small compared to the Sun. Which conclusion can be drawn from to explain this to Tommy?

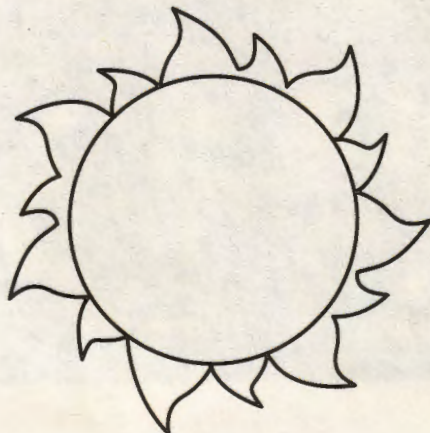


- F. The Sun looks larger because it is closer to Earth than the other stars.
- G. The stars you see at night are very small compared to the Sun.
- H. All stars are the same size, so the Sun is the biggest star in the universe.
- I. The Sun does not look like the other stars in the sky, so it must not be a star.

- 5 A beam of light is shined directly at a mirror. Which statement tells what happens to the light when it hits the mirror?



- A. It will continue in a straight line.
B. It will bend.
C. It will reflect back at the source.
D. It will disappear.
- 6 The object shown is in our daytime sky every day. What travels from it in order to help plants grow on Earth?

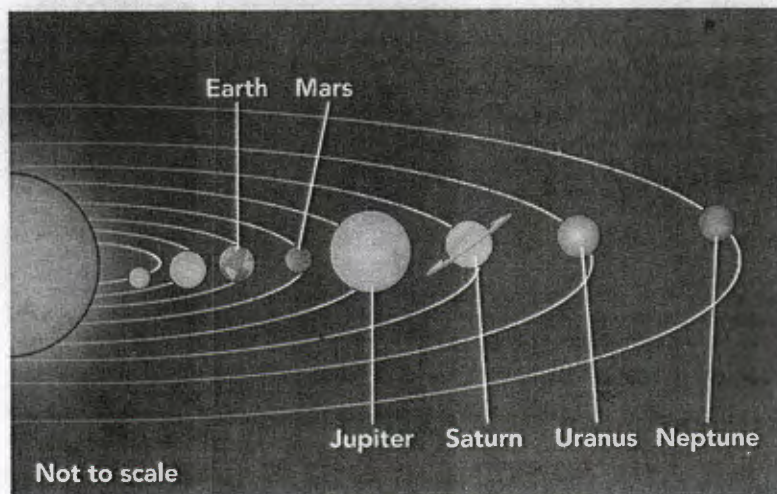


- F. hot air
G. oxygen
H. gravity
I. energy

- 7 Scientists often write articles that are printed in science journals. These articles are based on facts and data that scientists collect. Why should scientists read each other's results before the articles are written?



- A. to spot errors in another scientist's methods and make suggestions
 - B. to stop the printing of a competing scientist's results
 - C. to take another scientist's data and use it in the future
 - D. to learn about a science topic that is unfamiliar
- 8 Which outer planet would get the least amount of sunlight, making it the dimmest as seen from Earth?

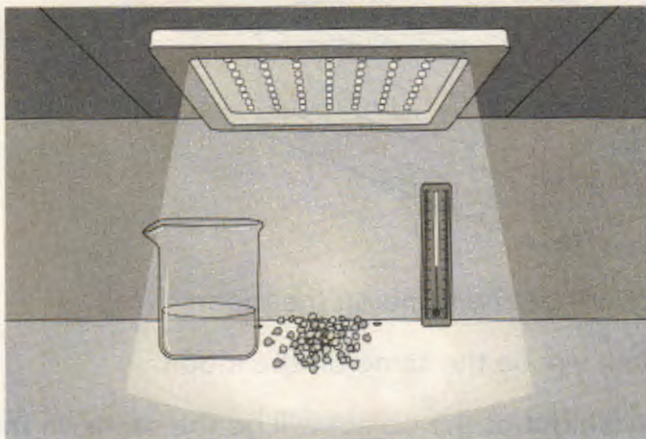


- F. Jupiter
- G. Neptune
- H. Mars
- I. Saturn

- 9 Julie has a desk lamp and a candle. She leaves the candle lit for 3 minutes. She leaves the desk lamp on for 30 minutes. Which statement is true about the lamp and the candle after 30 minutes?



- A. The candle will be colder than when she turned the lamp on.
- B. The lamp's bulb will be warmer than when she turned the lamp on.
- C. They will both be the same temperature as before she turned the lamp on.
- D. The candle will be warmer than the lamp's bulb.
- 10 Scientists on Earth and on the International Space Station experiment with plants. Both teams of scientists used the following materials.



Which of the following statements are these scientists **most likely** testing?

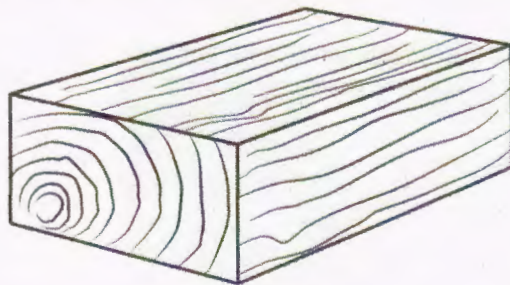
- F. Plants respond differently when in high-gravity and low-gravity environments.
- G. Spicy peppers can be made spicier with different soils.
- H. Energy from space has a different effect on plant growth than light on the Earth.
- I. Flowers from plants die faster when there are no insects to pollinate them.

- 11 Below is a table that compares Earth to Venus.

Planet	Planetary Cloud Cover	Average Surface Temperature (°C)
Venus	very thick clouds	400
Earth	occasional clouds	15

Why do you think Venus has such a high surface temperature compared to Earth?

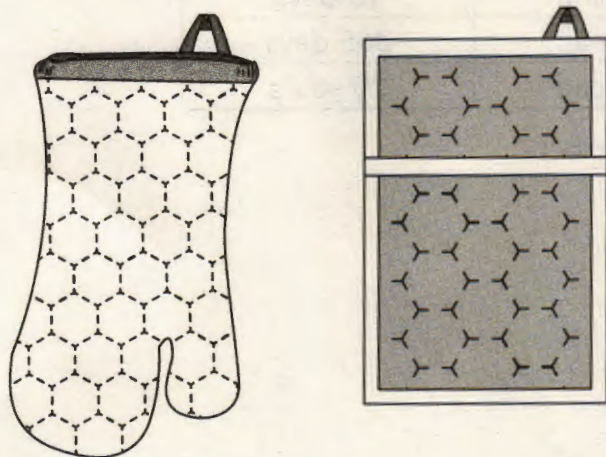
- A. The clouds on Venus bring strong winds that keep the planet hotter.
 - B. The thick layer of clouds keeps Venus's heat from the Sun from escaping.
 - C. The acidity in the clouds releases heat energy, which increases the temperature.
 - D. The surface of Venus is covered in vegetation, which increases the temperature.
- 12 Based on the image, which statement is true?



- F. The mass of the object will be the same on the moon.
- G. The weight of the object will be the same on the moon.
- H. Both the mass and the weight of the object will be the same on the moon.
- I. Both the mass and the weight of the object will be different on the moon.

Florida Science Assessment Practice Grade 4

1 Why are these objects usually made out of cloth or silicone (rubber)?



- A. to spread the heat from hot objects to cool ones
- B. to put out fires in the kitchen
- C. to stop heat from transferring to cooler objects
- D. to make hot objects cool off faster

2 Lucy is on the right in the image. Which of the following describes why her hair is as pictured?



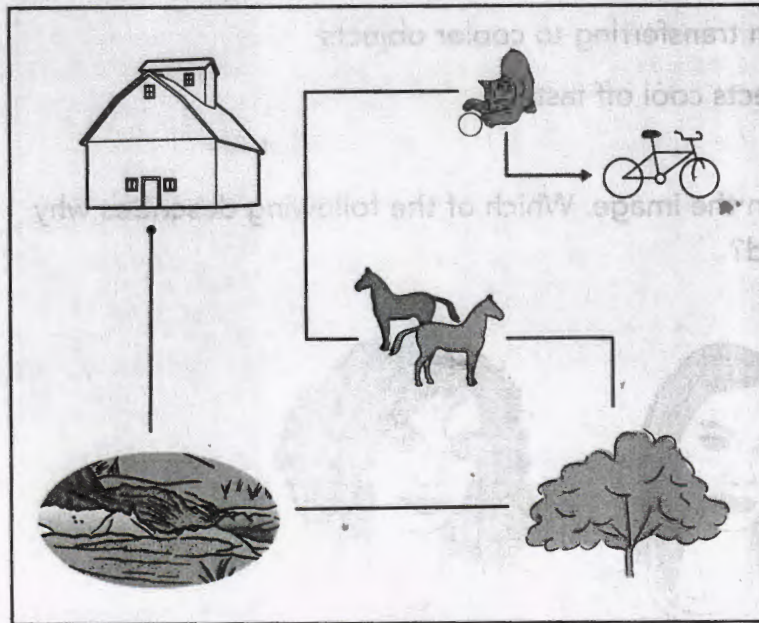
- F. Lucy's only sibling has straight hair.
- G. One of Lucy's parents has curly hair.
- H. Lucy was born with straight hair that became curly.
- I. Many of Lucy's friends have curly hair.

- 3 A student investigates how Earth moves around the Sun over time. She records some measurements in the table below.

Time Frame	Length of Time
Day	24 hours
Month	15 days
Year	365 days
Decade	20 years

Which time frames are correct?

- A. Decade and Month
B. Month and Day
C. Year and Day
D. Decade and Year
- 4 Valerie takes an hour-long bike ride. She wants to find out how fast she was going. What does she need to do to figure out her speed?



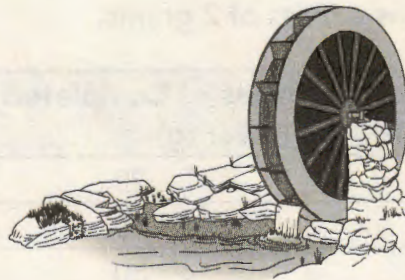
- F. find the number of times she stopped
G. find the distance that she traveled
H. find the directions of the route she took
I. find the amount of gears on the bike

- 5 Students place a stick in the ground of the schoolyard. They measure how the length of its shadow changes throughout the morning. They record their data in the following table.

Time	Shadow Length (m)
9:30 A.M.	15
10:00 A.M.	8
10:30 A.M.	5
11:00 A.M.	4
11:30 A.M.	1

Which is a valid summary of these results?

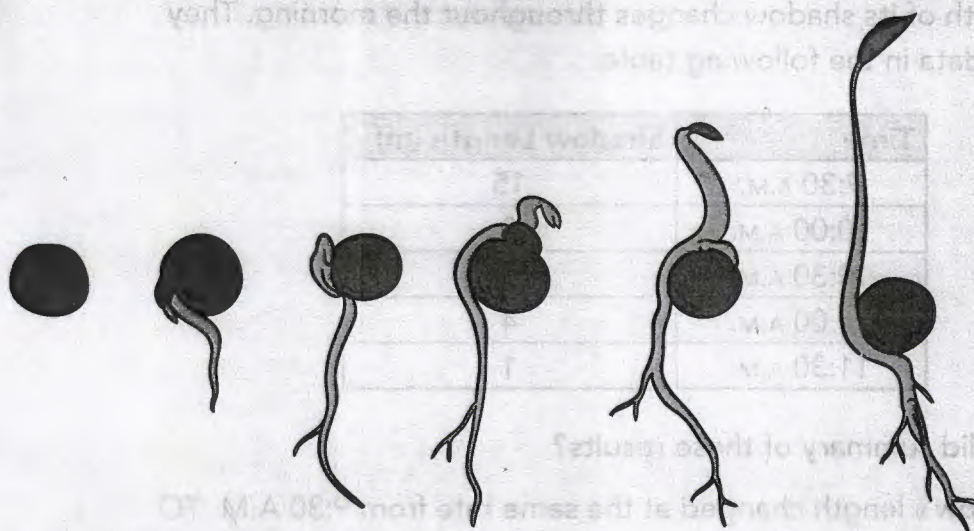
- A. The shadow's length changed at the same rate from 9:30 A.M. TO 11:30 A.M.
 - B. The length of the stick decreased over this time period.
 - C. Shadows cannot be measured in the afternoon.
 - D. The shadow decreased in length within the two hours.
- 6 Old-fashioned gristmills depend on water to grind grain into flour.



Water is a source of energy for a gristmill. Which statement correctly describes why this is so?

- F. Moving water turns the gristmill and drives the work of grinding grain.
- G. Warm water heats the gristmill, causing it to move and grind the grain.
- H. Water produces electricity to turn the gristmill so it grinds the grain.
- I. Moving water produces wind that turns the gristmill so it grinds the grain.

7 What do seeds need to progress through the following stages?



- A. Water
- B. Oxygen
- C. Water and oxygen
- D. Water, oxygen, and food

8 Four groups of students build towers with interlocking blocks. Each block is the same size and each has a mass of 2 grams.

Group	Number of Blocks in Completed Tower	Mass of Completed Tower (g)
Group 1	10	20
Group 2	8	16
Group 3	15	30
Group 4	7	14

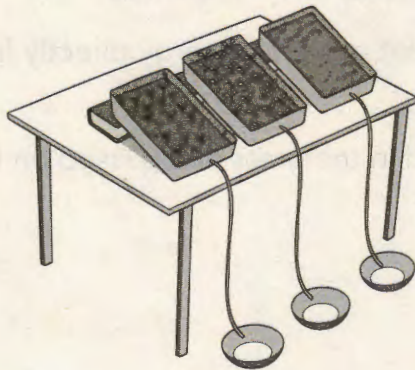
Which explanation **best** summarizes the results of all four groups?

- F. Towers with fewer blocks have a greater mass.
- G. The mass of a tower with 8 blocks is 16 g.
- H. Group 3 built a tower with 15 blocks.
- I. The total mass of a completed tower is equal to the mass of its separate parts.

- 9 The animals shown in the image below have a very complex family structure and are known to be very attentive parents to their offspring. Which of the following characteristics of the animal's offspring's development is learned?



- A. The wolf pack teaches its offspring how to hunt and kill prey.
 - B. Very young wolf offspring drink milk from their mothers or other nursing females.
 - C. Wolf offspring whimper when they are hungry and/or scared.
 - D. The fur colors of the wolf offspring changes from a dark color to a light color like their mothers.
- 10 Students set up an investigation about erosion. They added the same type of soil to three trays. An identical book was placed under each tray. The students added a different number of plants to each tray. Then they added an equal amount of water at the top of each tray. They observed how much soil was in the water that drained into the dish below each tray.



What research question were these students **most likely** exploring?

- F. How does the amount of plants affect soil erosion?
- G. How does the speed of water flow affect soil erosion?
- H. How does soil type affect erosion?
- I. How does the amount of water affect erosion?

- 11 A student sorts four small objects and records their properties. Which objects are **most likely** to be made of the same material?

PROPERTIES OBSERVED

Object	Texture	Shape
1	sticky	round
2	firm	round
3	soft	uneven
4	firm	square

- A. Object 1 and Object 2
B. Object 1 and Object 3
C. Object 3 and Object 4
D. Object 2 and Object 4
- 12 The diagram below shows a simple food chain. Which statement **best** explains how energy moves through this chain?



- F. The snake receives more energy from the Sun than the mouse.
G. The Sun provides energy to plants but not animals.
H. The hawk preys on animals that get their energy directly from the Sun.
I. Energy from the Sun is stored in the grass and passed on to the mouse.

Name _____

Grade
5

Pre-Course Test

1. Choose all the ways that show 45.239.

- A. 45 ones + 239 thousandths
- B. 4 tens + 5 ones + 239 tenths
- C. 4 tens + 5 ones + 2 tenths + 3 hundredths + 9 thousandths
- D. 45 ones + 23 hundredths + 9 thousandths

2. Write the number in two other forms.

Word form: seven and two hundred thirteen thousandths

Standard form:

Expanded form:

3. Write the words as an expression.

Add 14 and 20, then multiply by 4.

4. Round 1.619 to the nearest tenth.

5. Compare.

9.904 ○ 9.902

6. Find the sum.

$$\begin{array}{r} 1.549 \\ + 39.804 \\ \hline \end{array}$$

7. Find the difference.

$$\begin{array}{r} 3.184 \\ - 2.176 \\ \hline \end{array}$$

8. Is the equation *true* or *false*?

$$5 \times (24 - 19) \stackrel{?}{=} 75 \div 3$$

Name _____

Grade
5

Pre-Course Test (continued)

Find the product.

9.
$$\begin{array}{r} 681 \\ \times 338 \\ \hline \end{array}$$

10. $0.14 \times 0.1 = \underline{\hspace{2cm}}$

11. Divide. Write the answer in two ways.

$3,041 \div 14 = \underline{\hspace{1cm}} \text{ R } \underline{\hspace{1cm}},$ or $\begin{array}{|c|} \hline \square \\ \hline \square \\ \hline \end{array}$

12. Find the quotient.

$19.7 \div 100 = \underline{\hspace{2cm}}$

13. Add.

$2\frac{4}{6} + 1\frac{1}{4} = \underline{\hspace{2cm}}$

14. Multiply.

$\frac{2}{3} \times \frac{2}{3} = \underline{\hspace{2cm}}$

15. Divide.

$9 \div \frac{1}{8} = \underline{\hspace{2cm}}$

16. Convert the capacity.

$8\frac{1}{4} \text{ c} = \underline{\hspace{2cm}} \text{ fl oz}$

17. Without calculating, tell whether the product $\frac{5}{5} \times \frac{9}{8}$ is *less than*, *greater than*, or *equal to* each of its factors.

$\frac{5}{5} \times \frac{9}{8}$ is _____ $\frac{5}{5}$.

$\frac{5}{5} \times \frac{9}{8}$ is _____ $\frac{9}{8}$.

18. A geologist needs $\frac{3}{10}$ cup of volcanic sand to perform an experiment. She has $\frac{7}{10}$ cup of quartz sand. She has $\frac{1}{2}$ cup more quartz sand than volcanic sand. Can she perform the experiment?

Name _____

**Grade
5**

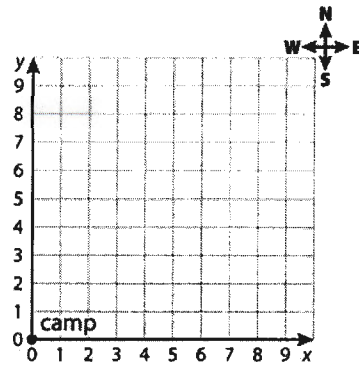
Pre-Course Test (continued)

19. A recipe calls for $2\frac{1}{2}$ teaspoons of baking powder per serving. You have 7 teaspoons of baking powder. You want to make $2\frac{1}{2}$ servings. Do you have enough baking powder?

20. You have a board that is 2 feet. You cut $\frac{1}{9}$ -foot pieces. How many pieces do you cut?

21. Plant A is 38 inches tall. Plant B is 4 feet 4 inches tall. Which plant is taller? How many inches taller?

22. A cave is located 9 miles east and 3 miles north of camp. Plot and label the cave.



Each unit represents 1 mile.

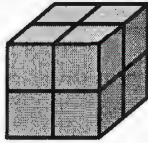
23. A container is a rectangular prism. The area of the base is 3 square feet. The height is 9 feet. Can the container hold 25 cubic feet of water?

Name _____

**Grade
5**

Pre-Course Test (continued)

24. Find the volume of the figure.



Volume = _____ cubic units

25. Tell whether the statement is *true* or *false*.

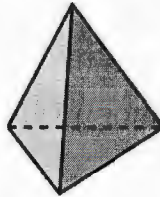
All quadrilaterals are trapezoids.

26. The table shows the number of students per class.

Students Per Class			
23	21	20	19
23	16	18	20

Find and interpret the mean of the data.

27. Classify the solid.



5th Grade Summer Book: *City of Ember* By: Jeanne Duprau

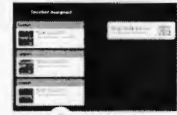
Elementary Interactive Activities

Grades 3-5

The collection of grade-appropriate activities below may be used to enhance the summer reading experience for students. The activities are reflective of different learning styles and several of them focus on high-order tasks as required by Language Arts Florida Standards. Schools may use the following activities as listed or may modify them to meet specific student learning styles. The length of the assignment and the amount of time that will be required to complete should be considered when making summer reading assignments.

- Use Microsoft Forms via Office 365 to complete a digital weekly Reading Log on the books read.
- Surf the Internet prior to, during, or after reading a book to conduct research about the book, its author, or its subject. Develop a log of your findings.
- Use i-Movie or another video platform to create a book trailer advertising your book so someone else will want to read it.
- Use Texting Story, or i-Fake text to create a dialogue with a character regarding a specific event in the story.
- Draw a map of the book's setting and explain how it contributes to the meaning, mood, tone, and beauty of the text.
- Create a PowerPoint "pitch" to a producer explaining why the story or the concept would or would not make a great movie.
- Use Kleki or Sketchpad to create a multi-colored movie poster for the book. Include movie information such as cast, location, setting, credits.
- Create a collage with words and pictures around central idea, theme or characters in the book.
- Use Office 365 to write a character diary. Write at least five journal entries as if you were the main character in the story. Write down events that happen and reflect on how they affected the character and why.
- Pick the most important word, line, image, object, or event in the book and explain why you chose it. Be sure to support your choice with examples.
- Create a timeline using drawings, magazine cutouts, pictures and labels to show the main events, and how these events contribute to the meaning of the text.
- Design a T-shirt that promotes your book and write a jingle to sell it.
- Design a poster using multiple print or digital sources to advertise your book. Be creative...use details...elaborate...use color! Try to make it 3-D or movable.
- Use Flipgrid to report live from the scene in your story. Report the events that have taken place, ask questions, and give background information.
- Use Google Forms or Office 365 Forms to create a quiz for the book you read.





Username:		Password:		
Date	Lesson Name	Score % Go to: My Progress	Time on Task	Parent's Initials
Reading				
	Finding the Theme of a Story			
	Building Sentences Comprehension: Replaced Words and Ideas in Literature			
	Determine Word Meanings Using Roots <i>aud</i> and <i>spect</i>			
	Inferences About Information Texts			
	Determine Word Meanings Using Suffixes <i>-ive</i> and <i>-age</i>			
	Inferences in a Story			
	Determine Word Meanings Using Context Clues 1			
	Summarizing Literary Text			
	Analyzing Accounts of the Same Topic			
	Evaluating Arguments in Informational Text			
Mathematics				
	Practice: Multiply Two-Digit Numbers			
	Divide Whole Numbers, Part 1			
	Divide Whole Numbers, Part 2			
	Find Equivalent Fractions			
	Use a Benchmark to Compare Fractions			
	Decompose Fractions			
	Add Fractions with Like Denominators			
	Practice: Add and Subtract Mixed Numbers			
	Understand and Model Decimals			
	Fractions as Tenths and Hundredths			

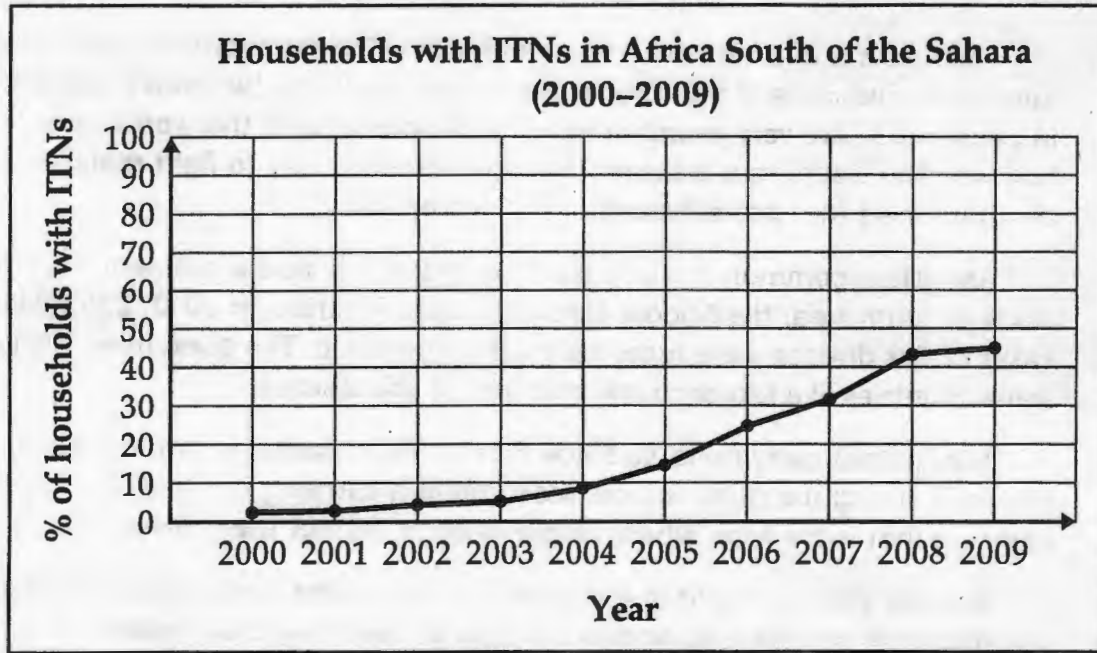
Each lesson varies in time and a score will not be available until a student completes the lesson

What Is the Best Way to Fight Malaria?

Source 1: The War Against Malaria

- 1 Malaria is a disease carried by mosquitoes. The symptoms include fever, headache, and chills. If the disease is not treated, it can be deadly, especially in people who are very young or very old. People all over the world want to help end this dangerous disease. The most effective way to fight malaria is to distribute nets that protect people from mosquitoes.
- 2 Malaria is common in many parts of Africa. It is also a problem in certain parts of South Asia, the Middle East, and Latin America. In 2010, 225 million cases of this disease were reported around the world. The good news is that some countries like Morocco are now free of this disease.
- 3 Mosquitoes carry malaria. Since they breed in water, malaria is more common during the rainy season. Most malaria-carrying mosquitoes bite at night, so that is the time when people need to protect themselves.
- 4 Malaria can be fought in a number of ways. Some people feel a malaria vaccine is the best way. A vaccine is a type of medicine that prevents a person from getting a disease. Today, there is no workable vaccine against malaria. However, several organizations are currently studying possible vaccines. Vaccines have helped control other diseases, such as polio and measles. Someday soon there may be a safe vaccine to prevent malaria, too. But the world needs ways to fight against malaria in the meantime.
- 5 For those who become ill with malaria, there is treatment. Individuals who show signs of the disease are first given a test. If the person actually has malaria, he or she is treated with a group of medicines called ACT.
- 6 The best way to fight malaria is to keep people from getting sick in the first place. One approach is to spray insect-killing chemicals, or insecticides, in houses. An even better method is for people to sleep under an insecticide-treated mosquito net, or ITN. People sleeping under ITNs are safe from mosquito bites. ITNs are a simple, inexpensive way to prevent malaria.
- 7 The United Nations has been fighting malaria for years. Today, governments and charities all over the world are distributing ITNs to people in need. They are helping people protect themselves from mosquito bites so they do not become sick.

- 8 One day, doctors may develop a vaccine to prevent malaria, but that could be years away. In the meantime, people can best fight the disease by donating an ITN to people at risk of getting malaria. The nets can make a big difference by saving lives.



Source 2: A Malaria-Free World

- 9 Malaria used to be a worldwide problem. In 1945, the disease was prevalent around the globe, except in northern countries like Norway, Sweden, and Iceland. Today, malaria has been wiped out in North America, Europe, and Australia. However, it still rages in some areas of Africa, China, the Middle East, and Latin America.

- 10 The ideal, of course, is to destroy the disease completely, but many countries do not have the resources to win that long, difficult, expensive battle. The best they can do is to control the disease.

- 11 To control malaria, nations work to prevent most cases of the illness. Strategies include using bed nets, decreasing mosquito populations, and effectively treating those with the disease. When malaria is controlled, fewer people die of the disease. There are other benefits as well. Fewer adults miss work because of illness, and fewer children are kept out of school. As a result, these countries fare better socially and economically.

- 12 However, many countries want to wipe out malaria completely. Getting rid of malaria means treating all cases—even mild ones—with great dedication. Not only are the sick people treated, but their families and neighbors are tested for malaria. Some people may carry the disease but may not show any symptoms or feel ill. Regardless, they must take a series of drugs to clear their bodies of malaria.
- 13 There are complications to this process, though. The most common malaria strain in these countries is called *Plasmodium vivax*. This strain of parasite can live inactively in the liver for years. It is more difficult to detect this inactive form of malaria. Also, the drug used to treat it can sometimes be fatal. A safer solution is to space the drug dosages out over two weeks. However, some people object to taking the medicine in the first place because they do not feel sick. Without cooperation from its citizens, a country cannot effectively beat malaria.
- 14 Even when a country becomes malaria-free, it must still keep watch for new cases. People visiting from other countries may bring malaria with them. Thus, countries must always keep control measures in place to prevent an outbreak of the disease.
- 15 Despite these problems, countries like to say that they have beaten malaria. Tourism often flourishes in malaria-free countries, in contrast to those still struggling with the disease.
- 16 Some scientists believe that malaria can one day be completely wiped out across the globe. But until then, countries have to look at the situation realistically. While they may wish to destroy malaria quickly, they must understand that the process is unfortunately not so simple.

Source 3: Mosquitos

- 17 It's a scenario most people are familiar with. On a warm summer evening, as everyone is enjoying the outdoors, a pesky mosquito lands on a bare arm or leg. Its needlelike mouth pierces the skin. Then the mosquito flies away—or gets swatted by an annoyed human—leaving a raised, itchy bump on the skin.
- 18 Mosquito bites are annoying but mostly harmless, right? For most people in the United States, this is the case. But in some other areas of the world, mosquitoes carry more risk. In fact, mosquitoes can carry and spread diseases like yellow fever, malaria, and West Nile virus.

- 19 Mosquitoes get their name from the Spanish for "little fly." The term is appropriate because they are part of the fly family. Generally, it is the female mosquito that sucks the blood of other creatures with her mouth. And humans aren't the only targets. Mosquitoes suck the blood of other mammals, birds, reptiles, and amphibians.
- 20 It is hard to avoid mosquitoes because they are present on every continent except Antarctica. In temperate zones, mosquitoes mostly appear in the humid summer months. They hibernate during the winter. However, tropical areas may have mosquitoes 365 days of the year.
- 21 Mosquito mouths are shaped like a skinny tube, perfect for piercing the skin and sucking blood. However, these mouths are also useful for drinking sugary substances like honeydew and nectar. Male mosquitoes drink only these sweet fluids. However, females have their choice of blood or sugar. Sugar gives them energy, while blood gives them the protein needed to produce eggs.
- 22 Some species of mosquitoes are known as *vectors of disease*, which means they spread diseases to millions of people. Health organizations constantly work to prevent these diseases from spreading. Their strategies include decreasing mosquito populations, developing vaccines and medications, and passing out sleeping nets.
- 23 Because mosquitoes gather around stagnant water, people can get rid of mosquitoes by removing these habitats. People can also combat mosquitoes by introducing their natural predators, dragonflies and certain types of fish, into the environment.
- 24 Mosquito nets are particularly effective at protecting people from mosquito bites. The nets are treated with an insecticide that kills mosquitoes. People drape these nets over their beds to protect themselves while they sleep.
- 25 Mosquito bites are a minor bother to some people, and a serious health risk to others. Until doctors can develop effective treatments for diseases caused by mosquitoes, controlling mosquito populations will remain a major struggle.

Writing Prompt

Mosquitoes are a real problem for many countries around the world because they spread diseases like malaria.

Write an argumentative essay about malaria and the best way to fight it.

Your argumentative essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources provided.

Use your best writing to complete an essay that

- is focused on your central idea;
- combines evidence from multiple sources with your own elaboration to develop your ideas;
- is organized and includes transitions within and among ideas;
- provides citations for quoted material and source ideas; and
- demonstrates correct use of grammar and language appropriate to the task.

Write your multiparagraph essay to an academic audience in the space provided.