

Realizations [The Run Series, #7: Alternate Ending]

by Adeline Williams

This is the winning student entry from ReadWorks' #HowTheRunShouldEnd Writing Contest.

Dennis awoke with a pounding headache. He felt a hand on his shoulder, though he wasn't quite sure whose it was. He struggled to lift his head as his vision cleared. He saw Mac and Jeremiah beside him.

"What happened?" Dennis mumbled. His voice quivered and pain throbbed behind his eyes. "Where's Anna?"

Mac turned bright red and pointed to a limp figure, splayed out across the trunk of the truck. Anna. Her leg wasn't anything more than a giant, dark purple log.

"I knocked her out," Mac admitted. He trembled and Dennis saw tears sparkling in his eyes. "I've never done anything like that before, but she hurt you. I know she's still in there somewhere, but we also have to protect ourselves," Mac stated. The last two words came out in a whisper. They were barely audible to Dennis' adjusting ears.

"Anyway. Maybe I should drive," Mac suggested before Dennis could reply.

When they arrived at the radio station, the area looked deserted. The eerie silence seemed to be holding its breath, waiting for something to happen.

"This looks risky," Jeremiah breathed, staring out the window and into the ominous fog outside.

"There's no way to deny that," Mac sighed. He slumped in his seat. "But I don't think we really have any other choice."

"We don't," Jeremiah stated. He took one last look at Anna and shoved himself out of the truck.

They approached a thick metal door. "You think a zombie's in there?" Mac whispered. His posture tensed when Dennis reached for the door handle. It opened effortlessly, but creaked in protest. Inside was only dark. The inky blackness seemed to pour out of the entrance and slither into the sky.

"Who's there?" They heard a man cry. They all jumped. "Don't come near me. I've been through enough."

"Don't worry," Dennis stuttered. "We're not infected."

The man slowly strode into the light. He had messy, dirty blonde hair and piercing blue eyes. A crease between his brows indicated his stress. They all knew who this was, even without proper introduction: *Petey Coltrain*.

"Get inside, *now*," he demanded. He examined each of the boys as he flicked a switch on a wall, illuminating the room. "I have some explaining to do."

The light in the radio station was so bright it temporarily blinded them. As soon as the room came into focus, the boys' eyes widened to the size of saucers. Every wall was draped with colorful wires and intricate sketches. The same theory came up in each of their minds: were those drawings... sound waves?

"Well, you better sit down," Petey sighed. "You kids aren't going to understand this, but the world is falling apart," he began. "It needs a push. A push in the right direction. *That* is my mission."

Dennis and Jeremiah looked completely clueless, but Mac had a disturbing theory of where Petey was going. Petey leaned on one of his many machines as he said, "You see, I discovered a way to mix up people's brain signals, using sound."

Before he even finished saying the last word, his audience erupted into chaos. They screamed and yelled at him, but Petey twisted a knob on one of his machines, grabbed some strange, deformed looking headphones and put them on his ears right as a slight beeping sound echoed through the radio station. Instantly, they all went silent.



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"There we go. Sound is so incredible," Petey murmured as he took off his headphones. "Look, I need you kids to help me. After everyone's gone, we're going to spark a new beginning!" He said it with so much enthusiasm, and it made the boys want to start a whole other screaming match. But they

remained silent, their brains not letting them talk. "My sound is inevitable," Petey assured them.

"Well, maybe I could just press this," Anna said. Every head whipped around to see her waving her hand over a button. She looked weary and stressed. Her body twitched and her limbs thrashed, but she forced them still. "If this sound is what is messing people up, then maybe I can just turn it off." Anna smiled at the boys, and they signaled for her to press it. She lifted her hand up in the air.

"NO!" Petey hollered, but it was too late. SLAM!

Anna stopped twitching and collapsed in relief. Jeremiah raced toward her and helped her up. She whispered, "Thank you." Her grin was so wide, it might've been permanently stuck on her face.

Mac ran to restrain Petey as Dennis went to re-twist the knob he used to silence them. They all glanced at one another and shared a look as the gravity of the situation dawned on them. They had just saved the world.

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The End.

Fidget Spinners

Fidget spinners took the world by storm in 2017. They were touted as a device that could help people focus and they quickly became collectible toys that stores could not keep on the shelves. Their popularity spread rapidly. Despite their popularity, not everyone thought they were positive and there was quite a bit of backlash from frustrated teachers.

The history of the fidget spinner is actually murky because no one has been able to trace the invention of the spinner back to a specific person. Some news agencies had erroneously claimed that Catherine Hettinger was the inventor of the fidget spinner because she filed a patent for a "spinning toy" in 1993. A patent allows someone to be the only person to make and sell something for a specific amount of time. Hettinger's toy was not similar to the structure of fidget spinners though and it was later determined that she was not the original inventor.

There are many different makers of fidget spinners that all use very similar designs. A bearing is in the middle of the spinner that allows the user to easily spin it. A spinner usually has three extensions that are weighted in order to help facilitate quicker spinning. Fidget spinners come in a variety of materials, colors and designs. Some fidget spinners have logos on them and some even light up.

Different social media platforms were part of the reason that fidget spinners became so popular so quickly. People realized that fidget spinners could be used to perform tricks so they would record themselves and share the videos. There are countless videos online that show people performing a variety of tricks with fidget spinners.

Fidget spinners became wildly popular and many stores could not keep up with the demand and kept selling out of the toys. They were the top selling items for many online stores that sold toys and they began to be sold in gas stations and craft stores. It wasn't just toymakers that wanted to take advantage of the popularity of fidget spinners. There are even some apps that feature a digital fidget spinner.

Teachers across the country were not as enthralled with fidget spinners as their students seemed to be. While the product claimed to help people focus, many teachers believed they were more of a distraction as students spent too much time concentrating on fidget spinners. Schools reacted to this by banning them from classrooms. It is worth noting that there have been no studies that show that fidget spinners actually help students focus, which is contrary to claims made by fidget spinner manufacturers.

Reading Quiz

Choose the best answer for each question.

1. What is the central idea of the passage?
 - a. Fidget spinners help people concentrate.
 - b. Many schools have banned fidget spinners.
 - c. Fidget spinners are very popular toys.
 - d. Many stores sold out of fidget spinners.

2. What showed that Catherine Hettinger did not invent the fidget spinner?
 - a. Hettinger stated that she invented the fidget spinner.
 - b. Hettinger's invention does not look like a fidget spinner.
 - c. Hettinger invented something called a "spinning toy".
 - d. Hettinger sued the company that sells fidget spinners.

3. Why would makers of the fidget spinner claim that it could help with concentration?
 - a. Studies showed that it does help with concentration.
 - b. To help promote sales for fidget spinners.
 - c. To reduce competition for fidget spinners.
 - d. To help students that struggle in school.

4. Why would the author include the last paragraph of the passage?
 - a. To explain the benefits of fidget spinners.
 - b. To explain that some students don't like fidget spinners.
 - c. To explain why some stores banned fidget spinners.
 - d. To explain why some schools banned fidget spinners.

5. How does the author feel about fidget spinners?
 - a. The author thinks that fidget spinners are a wonderful invention.
 - b. The author likes fidget spinners but doesn't understand them.
 - c. The author doesn't care about fidget spinners.
 - d. The author doesn't really share their opinion about fidget spinners.

Story Map

Name: _____

Title: _____

Author: _____

Setting: Time: _____ Place: _____

Characters: _____

Problem: _____

Event 1 (First): _____

Event 2 (Next): _____

Event 3 (Then): _____

Event 4 (After that): _____

Event 5 (Finally): _____

Solution: _____

Chapter 2 Egypt Review

Use this as a guide to prepare for the test. You should type information directly on the copy of this document so that you can go back and review for the test on Tuesday, Nov. 10, 2020. If you would rather write the information down on paper, you may.

You will need to KNOW:

****The pharaoh's names from the chapter, which Kingdom they ruled in (Old, Middle or New) and what they did for their country and/or any problems they had.**

****The vocab words and definitions from the chapter**

****About the Hyksos, the Kushites and the Assyrians and how they affected Egypt. (Did they invade Egypt, destroy Egypt, help Egypt, etc. Describe their role in Egyptian history.)**

****Upper and Lower Egypt - location and reason for the names**

****Be able to compare/contrast Mesopotamian civilization with Egyptian civilizations (see chart on page 44)**

****The Egyptian society structure (page 45) - Know the different classes of people.**

****Important facts about tools and weapons that the Egyptians used- they made a lot of advancements - what were they and how did they learn?**

****The importance of the Nile in everyday life, farming, protection, etc.**

****Who were the major gods of Egypt discussed in this chapter - what did they rule over**

****About the pyramids, where they were located, what were the names of the famous ones**

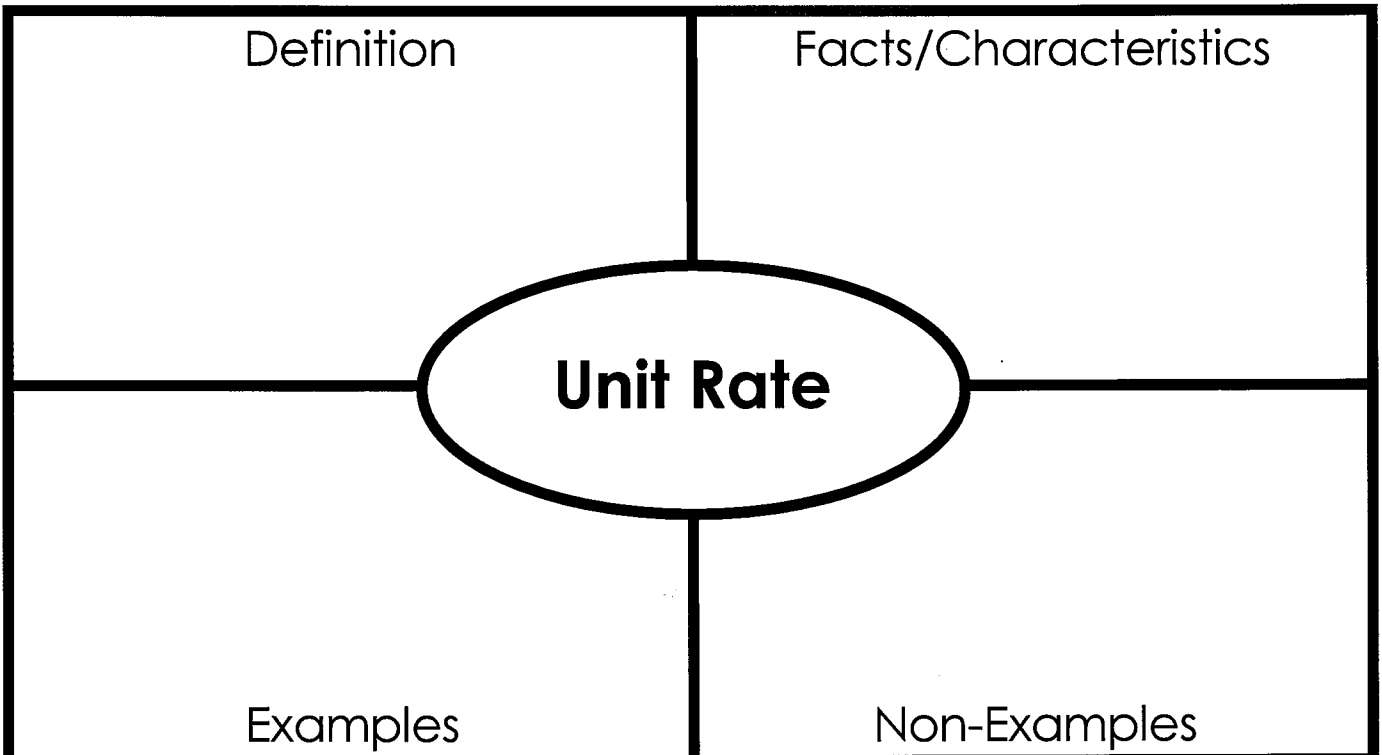
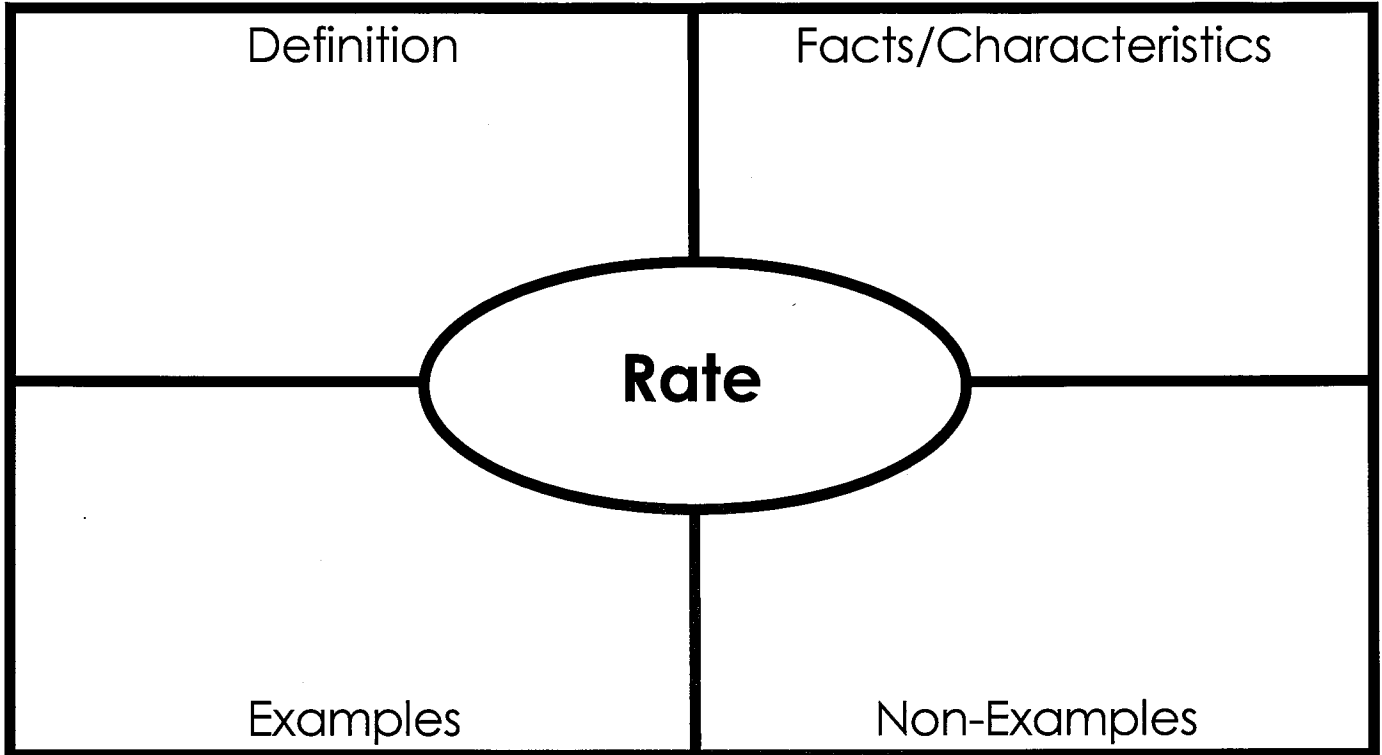
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UNIT RATES

VOCABULARY



Name: _____

Date: _____



UNIT RATES

GUIDED NOTES

IMPORTANT VOCABULARY:

- **Rate:** A _____ of _____ quantities using different _____
- **Unit Rate:** A rate that compares a _____ to _____

UNIT RATES

1. Some examples of rates are:
2. Unit rates always have a denominator of _____.
3. Some examples of unit rate are:
4. To find unit rate, write the rate as a _____.
5. Using _____, write an equivalent fraction with a denominator of 1.
6. Example:

$$\frac{90 \text{ miles}}{2 \text{ hours}} = \frac{\text{miles}}{1 \text{ hour}}$$

GUIDED PRACTICE

Find the unit rate.

$$\frac{120 \text{ miles}}{3 \text{ hours}} = \underline{\hspace{2cm}}$$

Find the unit rate.

$$\frac{100 \text{ pages}}{4 \text{ hours}} = \underline{\hspace{2cm}}$$

Find the unit rate.

$$\frac{\$250}{5 \text{ pairs of shoes}} = \underline{\hspace{2cm}}$$

Find the unit rate.

$$\frac{6 \text{ vacations}}{3 \text{ years}} = \underline{\hspace{2cm}}$$

Name: _____

Date: _____



UNIT RATES

PRACTICE PROBLEMS

Write the unit rate for each rate. Show all work.

#1 You score 84 points in 6 games.	#2 You read 165 pages in 3 hours.
#3 Mrs. Jones spend \$15 of 12 bottles of water.	#4 Rick earns \$67.50 for working 9 hours.
#5 You make 24 cookies using 2 cups of sugar.	#6 Jennifer makes 14 bracelets in 2 hours.
#7 Mrs. Coners has 120 students in 5 math classes.	#8 Rachel has 75.6 inches of ribbon to make 12 bows.