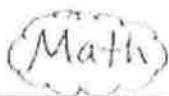


# 5th Grade Choice Board *Week 1*

- Students should choose **three** activities per day.
- Place a check on the activities completed and have caregiver/parent sign the bottom of the form.

Math	Reading	Writing	Science / History	Specials
Complete the multiple-step problems worksheet.	Read "A Kid in a Candy Store" and answer the questions with that article.	Write 2 paragraphs about your favorite weekend activity and why it is your favorite.	Research and conduct a science experiment at home (with parent permission).	PE 10 Burpees 10 Mountain Climbers 10 Plank Jacks 10 Jumping Jacks 10 Supermans
Create an area map of your room. Find the total area of your bedroom and 3 large objects in your room, such as your bed, dresser, or nightstand.	Read a book (to yourself or to someone at home) for 15 minutes. Complete a reading response journal.	Interview someone at home regarding what their favorite weekend activity is. *Must ask at least 3 questions. *Must write out questions and responses.	Read "Extreme Weather" and answer the questions based on the reading passage.	<b>Art</b> Draw a cartoon face of yourself using exaggeration.
Complete the Knight draw by numbers worksheet.	Read the poem "Masks" and answer the accompanying questions.	Free write! *Come up with a creative story!	Create a map of your house. Please include: title, key, compass rose, and major objects in each room.	<b>Music</b> Compose a 16 beat rhythm and play it on a homemade instrument.
Look up a recipe online or at home. Figure out how much ingredients you will need to double the recipe.	Play at least 2 reading games on Room Recess: <a href="http://www.roomrecess.com/page/s/45.html">http://www.roomrecess.com/page/s/45.html</a> Name of Games: 1. _____ 2. _____ <b>Skills Practiced:</b> _____ _____ <i>If you don't have internet access, read for at least 15 minutes and complete a reading journal.</i>	Write a letter to someone. Address it and send it, if possible.	Choose a famous historical person to research and create a timeline showing 6 important events in their life.	<b>Media</b> Do a mini book review. Make a poster about a book you are reading and include a teaser for the book.

Student Name \_\_\_\_\_ Parent/Caregiver Signature \_\_\_\_\_ Date \_\_\_\_\_



Name: \_\_\_\_\_

## Multiple-Step Problems



- a. Ann is baking cookies. She bakes three dozen oatmeal raisin cookies, two dozen sugar cookies, and four dozen chocolate chip cookies. Ann gives away two dozen oatmeal raisin cookies, 1.5 dozen sugar cookies, and 2.5 dozen chocolate chip cookies. How many total cookies does she keep? (Give an exact number.)  
Show your work and label your answer.

answer: \_\_\_\_\_

- b. Elliot is buying groceries. He buys a bag of apples for 5.54, a loaf of bread for 2.49, and a jar of peanut butter for 3.73. Elliot hands the cashier a twenty dollar bill. How much money should he get in change?  
Show your work and label your answer.

answer: \_\_\_\_\_

- c. Rachel is stuffing envelopes. She has eight hours to complete the task, and there are 1,500 envelopes. The first hour, Rachel stuffs 135 envelopes. The second hour she stuffs 141 envelopes. How many envelopes will Rachel need to stuff in order to finish the job?  
Show your work and label your answer.

answer: \_\_\_\_\_

- d. William has a lemonade stand. Today he made \$17.55 in lemonade sales and one third that amount in cookie sales. How much money did William make altogether?  
Show your work and label your answer.

answer: \_\_\_\_\_

Name:

Date:

# Knight

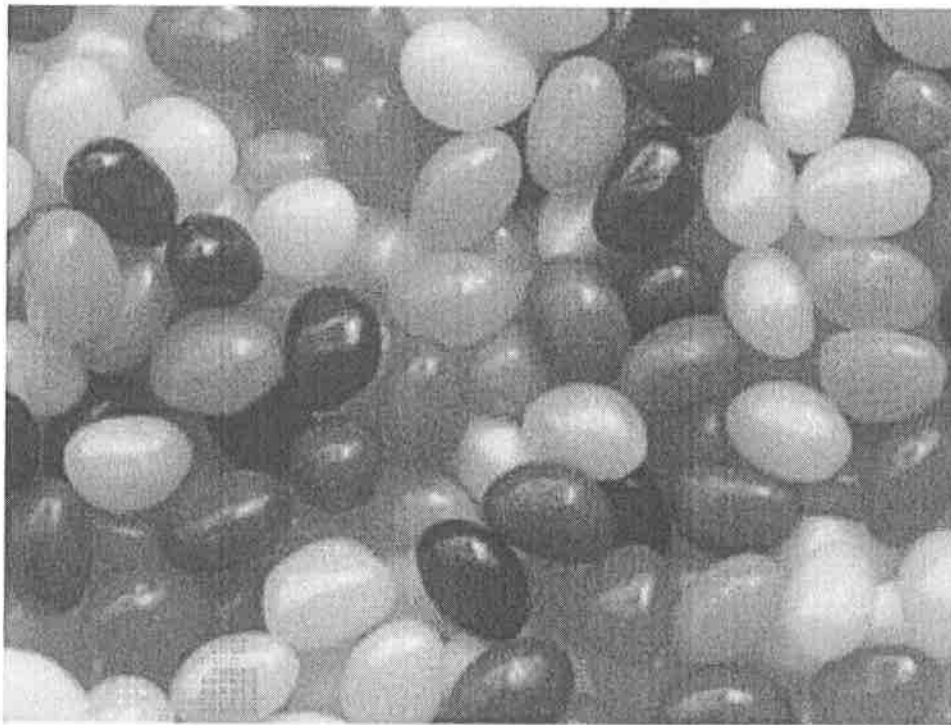
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12/20	18/30	21/49	21/35	18/24	30/40	6/8	24/32	9/15	30/50	27/45	3/5	6/8	9/12	9/12	3/5	18/30	9/15	12/20

Key:

Equal to 3/4	Green
Equal to 3/5	Blue
Equal to 3/6	Brown
Equal to 3/7	Tan

## A Kid In A Candy Store

by W.M. Akers



It wasn't the candy he wanted. It was the skateboard. Tommy had been staring at it for weeks, every day on his way home from school, admiring it through the window of the skate shop on Market Street. It was a longboard—a serious skateboard, not meant for tricks or speed, but for long rides down hills, on busy roads, or all the way across town. This was a skateboard that could change Tommy's life forever. No longer would his parents have to pick him up after school, or at the movies or the mall. The longboard would be able to take him home.

It was ocean blue, with chrome wheels and an elaborate drawing of a rocket ship on the underside. Each time he pressed his face against the glass of the skate shop, he felt himself fall into that picture, and his dreams of riding the longboard became mixed up with dreams of interstellar travel. He wasn't just going to the mall. He was going to Mars, to Alpha Centauri, to anywhere in the galaxy he felt like. He was going to conquer the stars.

Or he would have, anyway, if his dad weren't such a cheapskate. There's something about fathers that makes it impossible for them to understand skateboards.

"Dad," Tommy said. "It's the world's finest skateboard. It could change my life forever."

"That's great," said Dad. "I'm all for kids having hobbies. But that's an expensive little toy, and -"

"It's not a toy!" Tommy felt himself about to lose his temper. If he shouted, he knew he would never come close to owning his board. He collected himself. "It's a whole new way of life. When you were my age, what was the thing you wanted more than anything else? The thing you dreamed about? The thing you promised yourself you would get, no matter what?"

"A Black Shadow."

"A what?"

"A Vincent Black Shadow-the world's finest motorcycle. A more beautiful piece of machinery has never been designed."

"So yeah, this board is like the Vincent Black Shadow for the 21st Century. So you see why I have to have it."

"You know what my dad told me when I asked for a Black Shadow?"

"What?"

"Nothing. I didn't ask him, because I knew he'd think it was nothing more than an expensive toy. I went out, got a job, and started saving."

"Man," said Tommy. "I was afraid you'd say something like that."

"Dads are the worst, aren't they?"

\*\*\*

Tommy walked up and down Market Street looking for someplace to work. The pizzeria wasn't hiring. The coffee shop said he was too young. The comic book store said he didn't have enough experience.

"But how can I get experience," Tommy asked, "if nobody will give me a job?!" The comic book clerk didn't answer. Tommy composed himself, said thank you, and left.

The only store with a "HELP WANTED" sign was the one he had been dreading most: Orson's Confectionaries. The candy store.

Whoever thinks that all kids love candy stores has never been to Orson's. It had been in the

town since the dawn of time, and hadn't been updated much since. A dark, winding dungeon of a store, its shelves were filled with jars of weird, sticky gums and sucking candies so hard they could crack your teeth. Over all of it stood Mr. Orson, a hard-eyed skeleton of a man whose long grey hair and baggy clothes made him look like an out-of-work wizard.

Tommy didn't know how the confectionary stayed in business. He'd never seen a kid go in or out, and he'd never heard anyone talk about buying something there. How could that store turn a profit? And why would a store with no customers need an extra employee? Tommy didn't want to find out, but the skateboard demanded he try. He pushed on the creaky old door, sucked in his breath, and plunged in.

"How may I help you?" said Mr. Orson. He sounded like a snake with a cold.

"I, uh, uh...I-"

"You're looking for sweets?"

"No, well, uh-"

"Some raspberry rope, perhaps?"

"No thank you. Actually, I-"

"A chocolate lover, are we? Perhaps you'd prefer a chunk of Carlsberg Chew? It's the finest dark chocolate made in Germany. It has real hazelnuts inside!"

"That sounds good, but actually-"

"I see," said Mr. Orson, and his eyes went wide. His mouth crinkled up like a dead leaf, and Tommy got the impression that he was either about to scream at him, or sneeze. "I understand completely now."

"Understand what?"

"You are a boy...with a sour tooth." He reached behind him, to the highest shelf on a rickety bookcase, and presented Tommy with a star-shaped, tiny yellow candy. "Try this. A Sunburst Express-a sour candy of my own design."

"Yeah?"

"Free of charge."

Tommy licked his lips. If there was one thing in life he loved more than skateboarding, it was sour candy. The grosser the better, he thought. A candy wasn't any good unless it made you squeeze your face together, shut your eyes, and want to cry. That's how you knew it was nice and sour.

"It's pretty sour?"

"It will make your tongue turn inside out."

Tommy reached for the candy and popped it into his mouth. At first, he tasted nothing. But then, as he began to chew, it was like an oil tanker had spilled in his throat. His gums were on fire. His tonsils were tap-dancing. And his tongue...his tongue felt like it was about to turn itself inside out!

"Oh my goodness!" he gasped. "This is the best candy I ever tasted."

"Why thank you," said Mr. Orson. "Have a sip of Fizzberry Soda. It will ease the sensation. Now, you're looking for a job?"

"How did you know?"

"I could just tell. Desperate for a new toy, are you?"

"It's not a toy! It's...well, yes. That's right."

"The Sunburst was a test. I don't want anyone working here who doesn't love sour sweets."

"I love 'em more than anything!" Tommy remembered the skateboard. "Well, practically anything."

"Good," said Mr. Orson, as he handed Tommy an apron. "Then you'll be getting your new toy very soon indeed."

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What does Tommy think could change his life forever?

- A. a piece of chocolate
- B. a comic book store
- C. a skateboard
- D. a motorcycle

2. A problem in this story is that Tommy wants a skateboard but does not have the money to buy one. How does he try to solve this problem?

- A. He tries to solve this problem by dreaming about a trip to Mars.
- B. He tries to solve this problem by getting a job.
- C. He tries to solve this problem by staring through the window of the skate shop.
- D. He tries to solve this problem by going to the mall.

3. Tommy stares at the skateboard through the window of the skate shop for weeks. After his dad refuses to buy the skateboard for him, Tommy gets a job so that he can buy it himself.

What can be concluded from this information?

- A. Tommy is serious about getting the skateboard and will work hard to do it.
- B. Tommy is heartbroken and has given up all hope of getting the skateboard.
- C. If Tommy does not make enough money at his job to buy the skateboard, he will steal it.
- D. Tommy will lose interest in the skateboard a few weeks after starting his job.

4. What do Tommy and his dad have in common?

- A. Both Tommy and his dad think raspberry rope is the best candy in the world.
- B. As boys, both wanted a skateboard built for long rides on roads and down hills.
- C. As boys, both wanted a motorcycle known as a Vincent Black Shadow
- D. As boys, both wanted something that their fathers would not buy for them.



5. What is a theme of this story?

- A. friendship
- B. honesty
- C. determination
- D. giving up

6. Read the following sentences: "How could that store turn a profit? And why would a store with no customers need an extra employee? Tommy didn't want to find out, but **the skateboard demanded he try.**"

What does the phrase "**the skateboard demanded he try**" mean?

- A. Tommy wanted the skateboard so much that he decided to try.
- B. The skateboard spoke to Tommy in a dream and told him to try.
- C. Tommy has spent so much time thinking about the skateboard that he is starting to imagine things.
- D. The skateboard has a recorder and speaker that can play voice messages.

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

Tommy wants a skateboard; \_\_\_\_\_, he wants a longboard.

- A. specifically
- B. on the other hand
- C. before
- D. therefore

8. What kind of candy does Mr. Orson give Tommy to try?

9. Tommy asks how Mr. Orson knew he was looking for a job. What is Mr. Orson's reply?

10. How could Mr. Orson tell that Tommy was looking for a job? Support your answer with evidence from the passage.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What is a meaning of the word **desperate**?

- A. a person who is frightened and in need of help
- B. relating to or belonging to the Middle Ages
- C. related to a large city and surrounding area

2. What is another meaning of the word **desperate**?

- A. being satisfactory or in satisfactory condition
- B. showing possibility of achievement or excellence
- C. a person who really wants something

**Please use each answer choice only once. Choose the one word that best completes the sentence.**

3. \_\_\_\_\_ gripped him, especially as the streets were getting more and more crowded now as the shops and stalls began to open.

- A. desperate
- B. despairs
- C. desperation
- D. despairing
- E. despair
- F. desperately

4. The old dog had fallen through the ice and was paddling in \_\_\_\_\_ circles.

- A. desperate
- B. despairs
- C. desperation
- D. despairing
- E. despair
- F. desperately

# Literature Response Journals

Text: \_\_\_\_\_

<p><b>What happened in the text?</b></p>	<p><b>What are you thinking?</b> (Questions, predictions, feelings)</p>
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Text: \_\_\_\_\_

<p><b>What happened in the text?</b></p>	<p><b>What are you thinking?</b> (Questions, predictions, feelings)</p>
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Text: \_\_\_\_\_

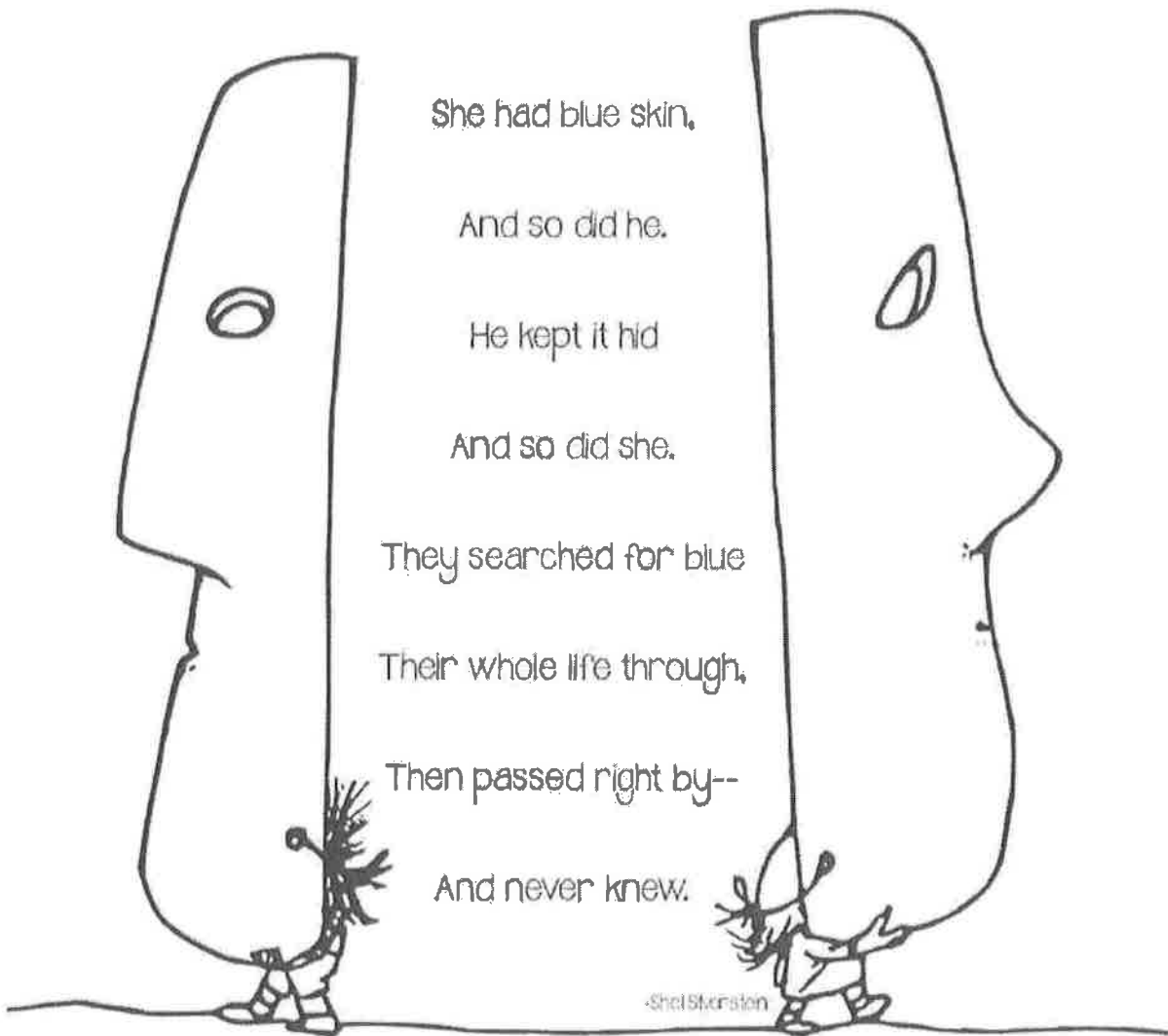
<p><b>What happened in the text?</b></p>	<p><b>What are you thinking?</b> (Questions, predictions, feelings)</p>
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Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Masks

By Shel Silverstein  
2011

*Sheldon Allan "Shel" Silverstein (1930-1999) was an American poet, cartoonist, and author of children's books. "Masks" is a poem from Silverstein's book of poems called Everything On It. As you read, take notes on what you think the masks stand for.*



She had blue skin,

And so did he.

He kept it hid

And so did she.

They searched for blue

Their whole life through,

Then passed right by--

And never knew.

Shel Silverstein

*"Masks" from "Everything On It," © 2011, Evil Eye, LLC. Reprinted with permission, all rights reserved.*

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best explains the metaphorical meaning of blue skin in the poem?
  - A. In the poem, only two people in the whole world have blue skin, which means that they must be soulmates.
  - B. In the poem, blue skin is such a common trait that people must wear masks in order to appear unique.
  - C. In the poem, blue skin represents a quality that people are afraid to share even though it is an important part of their identity.
  - D. In the poem, blue skin represents the sadness that people try to hide by always being polite and keeping smiles on their faces.
  
2. PART B: Which quote from the poem best supports the answer to Part A?
  - A. "She had blue skin"
  - B. "kept it hid"
  - C. "searched for blue"
  - D. "never knew"
  
3. How does the illustration contribute to the meaning of the poem?
  - A. The size of the masks in the illustration emphasizes how hard people try to hide their true selves.
  - B. The simplicity of the drawing shows that being your true self is easy to do.
  - C. The masks facing opposite directions in the illustration show that lying will get you nowhere.
  - D. The different hairstyles in the drawing show that just because two people have blue skin doesn't mean they are alike in every way.
  
4. How do the last four lines help develop the message of the poem?

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## Extreme Weather

### Cross-Curricular Focus: Earth Science

Severe storms happen in low-pressure weather systems. Warm, wet air begins rising into the air. The higher it rises, the cooler it becomes. Water vapor in the air forms drops. This process is called condensation. The drops join together to form clouds. Precipitation in the form of rain, sleet, snow or hail falls down to Earth's surface.

Conditions must be very specific for a thunderstorm to develop. Even so, thunderstorms remain the most common kind of extreme weather. Before a thunderstorm can develop, there have to be three conditions present. First, the air has to be full of moisture. Next, there must be either an approaching cold front or an intensely heated piece of Earth's surface sending warm air up quickly. Finally, the warm air that rises must be warm enough to stay warmer than the air it passes through. When these conditions are met, the moisture in the rising air condenses. Clouds form, and a storm begins.

A cold front happens when cold air is moving near the surface of Earth, and it pushes warm air up very quickly. This is often the beginning of a thunderstorm. Clouds form, and heavy rains begin falling. Opposite electrical charges inside storm clouds separate. This causes lightning to flash towards Earth. Lightning has enough energy to heat the air all around it. This sudden burst of heat is what causes the noise we know as thunder.

Thunderstorms often bring disasters with them. This can be in the form of floods, fires caused by lightning, damage from hailstones or strong winds, and even tornadoes. A **tornado** is a spinning mass of air over land that can destroy virtually everything in its path.

A **blizzard** is a combination of strong winds and extremely low temperatures. Snowfall increases until it is so heavy it is difficult or impossible to see. People can become lost in the snow and freeze to death. Homes can be covered over with snow, trapping people indoors.

A **hurricane** is the most powerful storm known on Earth. It forms over warm ocean waters off the coast of the tropics, becoming a gigantic swirling mixture of air and water. It can grow to between 100 and 900 miles wide. Wind speeds can average 75 miles per hour or more. Hurricanes do the most damage to coastal cities because they quickly lose their strength as they move over land. Hurricanes are so large and powerful that their swirling clouds can be seen from space.

Name: \_\_\_\_\_

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What kind of weather system encourages a thunderstorm to develop?  
 \_\_\_\_\_  
 \_\_\_\_\_

2) Why does thunder usually occur during storms that have lightning?  
 \_\_\_\_\_  
 \_\_\_\_\_

3) What is one of the conditions necessary for a thunderstorm to develop?  
 \_\_\_\_\_  
 \_\_\_\_\_

4) Name one danger associated with blizzards.  
 \_\_\_\_\_  
 \_\_\_\_\_

5) Which kind of extreme weather do you think would be the most difficult to face? Why?  
 \_\_\_\_\_  
 \_\_\_\_\_

## 5th Grade Choice Board Week 2

- Students should choose **three** activities per day.
- Place a check on the activities completed and have caregiver/parent sign the bottom of the form.

Math	Reading	Writing	Science / History	Specials
<p>Look up the last 5 years of snowfall totals for January in California. Create a bar graph for the total inches of snow for each year. Find the mean.</p>	<p>Read 20 to 30 minutes in a book of your choice. Write a summary of what you read today.</p>	<p>Write a news article about today. Include: who, what is happening, when, where, and why.</p>	<p>Read "National Symbols" and write about American symbols.</p>	<p><b>PE</b> 1.Skip around the inside of your house 10 times. 2.Gallop around the inside of your house 10 times. 3.Perform 10 practically perfect push-ups. 5.Perform 10 curl-ups. :)</p>
<p>Complete the Parrot draw by numbers worksheet.</p>	<p>Read "Elizabeth Blackwell" and answer the questions with that article.</p>	<p>Write a story using the following elements: Character: Your friend Setting/Place: Hawaii Problem: loose tooth</p>	<p>Summarize (1-2 paragraphs) a major Current Event taking place in the world. Use the newspaper, magazine or online.</p>	<p><b>Art</b> Draw something from Kids Art Hub <a href="http://bit.ly/39KMGIF">http://bit.ly/39KMGIF</a></p>
<p>Create 3 multi-step word problems. Have someone at home solve them and check their answers. OR solve them on your own.</p>	<p>Read a book (to yourself or to someone at home) for 15 minutes. Complete a reading response journal.</p>	<p>Create a comic strip with illustrations detailing your day home from school. Your comic strip should include at least 10 frames with illustrations, color, and speech bubbles with dialogue.</p>	<p>Record the weather outside. How does it compare to 4 other cities in the world?</p>	<p><b>Music</b> Create as many words as you can from the composer <b>TCHAIKOVSKY's</b> name. For example: tack, sky, hat</p>
<p>Use a deck of cards to practice multiplying. (Minimum of 15 minutes)</p>	<p>Read "Malala Yousafzai: A Normal Yet Powerful Girl" and answer the questions.</p>	<p>Write about what you have done today, use lots of details and descriptive words (use adjectives and adverbs).</p>	<p><b>Online:</b> Make a google slide about a region you have visited. Tell about what you saw and did while you were there. <b>Offline:</b> Write about a region of the United States that you have visited. Tell about what you saw and did while you were there.</p>	<p><b>Media</b> Build a Fort &amp; Read at least one chapter in your book while in your fort! Challenge Activity: *Take a photo of you in your fort reading your book and email it to your teacher.</p>

Student Name \_\_\_\_\_ Parent/Caregiver Signature \_\_\_\_\_ Date \_\_\_\_\_



Name:

Date:

# Parrot

8.75	0.95	9.05	8.65	6.05	6.45	6.05	3.75	2.75	4.59	7.58	6.54	3.52	6.15	1.45	4.15	3.45	3.35	0.05
1.15	0.35	6.65	3.15	8.35	4.35	7.15	6.45	6.25	0.15	5.19	5.82	9.52	5.34	6.85	7.95	9.15	2.45	4.35
0.05	8.15	2.25	6.25	0.85	1.05	8.65	8.65	4.45	5.87	5.8	5.7	5.87	5.33	5.22	7.95	1.65	4.45	7.85
1.65	8.95	1.65	2.15	8.85	2.35	9.15	9.75	5.67	5.4	3.12		5.43	5.93	2.51	2.53	2.75	2.35	4.85
0.65	1.25	4.45	1.75	2.65	4.65	0.25	4.15	5.24	5.68	5.18	5.36	9.57	9.58	4.57	7.57	4.54	8.75	2.85
3.75	2.25	7.35	9.95	6.95	2.95	3.65	0.25	5.84	5.61	5.28	8.54	0.58	9.32	4.5	7.59	0.59	2.35	6.45
3.35	4.85	6.35	8.95	6.75	0.15	7.65	0.85	5.19	5.2	5.03	7.54	2.54	0.6	8.95	4.58	6.57	1.65	4.05
6.25	2.95	4.65	1.75	8.75	0.35	0.25	1.85	5.48	5.98	5.32	3.5	0.59	1.57	1.15	4.56	3.75	8.75	1.95
1.75	3.35	1.05	9.05	2.65	7.65	7.45	5.68	5.33	5.87	5.82	5.96	5.48	7.45	3.95	9.95	4.45	7.95	0.75
9.75	7.25	7.75	0.85	9.05	1.75	0.35	5.26	5.88	5.67	5.38	5.81	5.71	5.12	0.65	1.85	8.95	9.35	3.85
0.65	3.35	6.65	7.45	2.05	9.75	5.6	5.7	5.92	5.34	5.79	8.59	9.59	0.56	9.65	3.85	3.25	9.35	8.05
5.11	5.49	2.35	1.75	8.45	9.85	5.03	5.1	5.87	5.74	6.5	4.56	3.59	0.51	9.75	2.25	1.65	2.65	0.65
2.25	5.22	5.91	1.15	0.35	5.91	5.4	5.42	5.41	5.98	0.56	8.51	1.51	2.52	8.25	1.95	3.35	2.25	4.05
0.05	6.85	5.16	5.87	5.64	5.18	5.16	5.12	5.68	5.66	6.59	7.59	1.52	9.05	8.95	0.05	1.15	4.95	1.95
1.85	2.45	6.65	5.99	5.08	5.18	5.92	5.08	5.27	6.59	6.57	2.53	9.58	4.47	4.05	8.35	6.85	2.25	6.75
4.25	7.75	1.75	8.21	5.32	5.37	5.1	5.4	6.56	7.59	4.58	6.5	9.05	7.45	6.43	9.35	0.05	0.35	2.05
1.35	9.65	3.1	0.65	8.75	2.59	4.35	2.25	1.57	9.65	1.45	2.05	1.95	0.15	4.25	0.82	8.85	7.25	7.25
1.85	8.78	1.85	1.25	2.35	3.54	2.59	0.25	8.54	6.59	2.95	7.75	8.45	2.25	8.95	6.05	9.42	6.45	3.95
6.15	3.24	9.96	3.32	0.98	9.16	8.78	2.41	9.84	1.81	0.72	2.41	8.32	9.32	9.96	2.7	6.43	2.35	3.85
4.45	6.93	9.35	4.35	0	6.35	9.95	8.71	9.95	2.25	7.17	9.65	7.85	8.64	6.85	2.15	7.08	8.85	8.15

Key:

5 in the ones place	Red
5 in the tenths place	Orange
5 in the hundredths place	Blue
Does not have a 5	Gray

\*Blank squares are white

# Elizabeth Blackwell

by Noah Remnick



In the early 1800s, there were no women doctors in America. But there was a young woman with the dream of going to medical school and becoming one. Elizabeth Blackwell was born in 1821 in Bristol, England. At the time, not all children went to school. Children from poor families were often forced to work. Most families that could afford schooling generally educated their boys and girls separately. The girls learned to read and write, but quickly focused on embroidery, music and art, and some French. The boys were taught mathematics, Latin, and science, subjects generally considered too difficult and intellectual for girls.

But the Blackwell household was different. Samuel Blackwell owned a sugar refinery. He was a deeply religious man and believed that all people were created equally, no matter their color, wealth, or gender. He fought to abolish slavery and to establish fair conditions and wages for poor workers. And his nine sons and daughters received equally rigorous educations, studying side by side. People criticized the Blackwells for wasting such knowledge on girls, who would likely marry young, raise families of their own, and never have jobs. But Mr. Blackwell was proud of all his children.

When Elizabeth was 11 years old, her father announced that he was moving the family across the sea to America. He had grown weary of the religious and political intolerance in England. He wanted a new start and a bold adventure for himself, his wife, and his children. So the Blackwells packed up their house, bade farewell to friends, family, and colleagues, and set sail for New York City.

There, the family continued to be involved in trying to abolish slavery and to promote equal rights for all. The family eventually moved to Cincinnati, Ohio. Soon after, tragedy struck. Elizabeth's father very suddenly died from an illness, leaving behind a widow, nine children, and bills to pay. To make money, the Blackwell sisters turned to the thorough education their parents provided, and they began teaching.

Before teaching, Elizabeth thought about becoming a doctor, but she resisted the idea. She had always been uncomfortable, even queasy, when studying biology and the human body. Then one day a dying female friend made a suggestion that would change Elizabeth's life and open doors for generations of women to come. The woman said that she so wished her doctor had been a woman, who might have understood her illness better and been more compassionate. After Elizabeth listened to her friend's wish, Elizabeth was determined to become a doctor. But people discouraged her. They told her women could not endure the rigors of medical school or doctoring.

Elizabeth stayed determined. She took teaching positions in small towns, seeking out doctors who gave her medical lessons in her spare time. Elizabeth applied to several medical colleges, but they all rejected her. She applied to more medical schools, and then she was finally admitted to one.

Elizabeth was accepted to study medicine at Geneva Medical College in New York (it is now part of the Upstate Medical University). In the beginning, it was a difficult experience for Elizabeth. Many students, teachers, and townspeople opposed her. Elizabeth was not willing to let the opposition affect her studies. Eventually, most of the people supported her. Professors even reported that the general student behavior and attentiveness improved.

On January 23, 1849, Elizabeth Blackwell achieved her dream, when she became the first woman in America to graduate from medical school and become a doctor. She also ranked first in her class. When the dean handed Elizabeth her diploma, he turned to her and bowed in recognition of her groundbreaking achievement.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What was a job that no woman in America had in the early 1800s?

- A. Being a teacher was a job that no woman in America had in the early 1800s.
- B. Being a seamstress was a job that no woman in America had in the early 1800s.
- C. Being a doctor was a job that no woman in America had in the early 1800s.
- D. Being a nurse was a job that no woman in America had in the early 1800s.

2. The author contrasts the Blackwell family with other families. How was the Blackwell family different?

- A. The boys and girls in the family received very little education.
- B. The boys and girls in the family received an equally challenging education.
- C. The boys in the family received a more challenging education than the girls did.
- D. The girls in the family received a more challenging education than the boys did.

3. Elizabeth Blackwell showed determination when trying to become a doctor.

What evidence in the text supports this claim?

- A. "When Elizabeth was 11 years old, her father announced that he was moving the family across the sea to America. He had grown weary of the religious and political intolerance in England."
- B. "Elizabeth's father very suddenly died from an illness, leaving behind a widow, nine children, and bills to pay. To make money, the Blackwell sisters turned to the thorough education their parents provided, and they began teaching."
- C. "...one day a dying female friend made a suggestion that would change Elizabeth's life and open doors for generations of women to come. The woman said that she so wished her doctor had been a woman, who might have understood her illness better and been more compassionate."
- D. "Elizabeth applied to several medical colleges, but they all rejected her. She applied to more medical schools, and then she was finally admitted to one."

4. Read these sentences from the text:

". . . Elizabeth was determined to become a doctor. But people discouraged her. They told her women could not endure the rigors of medical school or doctoring.

[. . .]

"Elizabeth was accepted to study medicine at Geneva Medical College in New York (it is now part of the Upstate Medical University). In the beginning, it was a difficult experience for Elizabeth. Many students, teachers, and townspeople opposed her."

Based on this evidence, why might many students, teachers, and townspeople have opposed Elizabeth?

- A. because they wanted her to be a nurse instead of a doctor
- B. because they wanted her to be a teacher instead of a doctor
- C. because they thought medical school was too easy for her
- D. because they thought medical school was too difficult for her

5. What is the main idea of this text?

- A. Elizabeth Blackwell was born in England at a time when children from poor families were often forced to work.
- B. Before teaching, Elizabeth Blackwell thought about becoming a doctor, but she had always been uncomfortable when studying biology and the human body.
- C. Elizabeth Blackwell, the first woman doctor in America, achieved her dream because of her determination.
- D. Many people opposed Elizabeth Blackwell's efforts to become a doctor, but she did not let their opposition affect her studies.

6. Read these sentences from the text:

"Samuel Blackwell ... believed that all people were created equally, no matter their color, wealth, or gender. He fought to abolish slavery and to establish fair conditions and wages for poor workers. And his nine sons and daughters received equally rigorous educations, studying side by side. People criticized the Blackwells for wasting such knowledge on girls, who would likely marry young, raise families of their own, and never have jobs. But Mr. Blackwell was proud of all his children."

Based on these sentences, what does the word "rigorous" mean?

- A. challenging and thorough
- B. quick and easy
- C. useless and wasteful
- D. unpleasant and painful

7. Read these sentences from the text:

On January 23, 1849, Elizabeth Blackwell achieved her dream, when she became the first woman in America to graduate from medical school and become a doctor. She also ranked first in her class.

How could the second sentence best be rewritten?

- A. Moreover, she ranked first in her class.
- B. On the other hand, she ranked first in her class.
- C. As a result, she ranked first in her class.
- D. Obviously, she ranked first in her class.

8. How did many students and teachers at Elizabeth's medical school feel about her being there in the beginning?

**9.** How did most people at Elizabeth's medical school feel toward her by the time she graduated?

Support your answer with evidence from the text.

**10.** Why might people's feelings about Elizabeth becoming a doctor have changed?

Support your answer with evidence from the text.

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Malala Yousafzai: A Normal Yet Powerful Girl

By NPR Staff  
2013

*Malala Yousafzai (born 1997) is a Pakistani activist for female education and the youngest ever winner of the Nobel Peace Prize. Malala is from the Swat Valley in northwest Pakistan, where the local Taliban has banned girls from attending school. Malala, whose family ran a chain of local schools, publicly stood against the Taliban's actions and launched an international movement. On October 9th, 2012, a gunman from the Taliban boarded a school bus and shot her in the head. Malala remained in critical condition in the days following the attack, but survived. Since then, she has continued to advocate internationally for women's education. As you read, consider what drove Malala to overcome tremendous adversity.*

- [1] "I think Malala is an average girl," Ziauddin Yousafzai says about the 16-year-old Pakistani girl who captured the world's attention after being shot by the Taliban,<sup>1</sup> "but there's something extraordinary about her."

A teacher himself, Yousafzai inspired his daughter's fight to be educated. At a special event with Malala in Washington, D.C., he tells NPR's Michel Martin that he is often asked what training he gave to his daughter. "I usually tell people, 'You should not ask me what I have done. Rather you ask me, what I did not do,'" he says. "I did not clip her wings to fly. I did not stop her from flying."



*"Education Advocate Malala Attends MDG Event" by United Nations Photo is licensed under CC BY-NC-ND 2.0.*

Yousafzai has this advice for parents of girls around the world: "Trust your daughters, they are faithful. Honor your daughters, they are honorable. And educate your daughters, they are amazing."

A year after being shot, Malala is clear about her goal. "I speak for education of every child, in every corner of the world," Malala says. "There has been a discrimination<sup>2</sup> in our society," which she believes must be defeated. "We women are going to bring change. We are speaking up for girls' rights, but we must not behave like men, like they have done in the past."

- [5] Perhaps she has learned from her father's experience. When asked what gave him a passion for girls' education, Yousafzai points out that he was "born in a society where girls are ignored." Living with five sisters, he was sensitive to discrimination from an early age. "In the morning, I was used to milk and cream, and my sisters were given only tea," he says.

1. The Taliban is an Islamic militant group based in Afghanistan and western Pakistan. They are known around the world for their cruel punishment of citizens, their harsh treatment of women, and for their involvement in acts of terrorism.
2. **Discrimination** (*noun*): the unjust or unfair treatment of people based upon race, gender, religion, age, etc.



Yousafzai felt the injustice<sup>3</sup> even more when Malala was born. He later opened a school that Malala attended in the Swat Valley. At the time, the Taliban's influence was gaining power and both Yousafzais were firmly on their radar.<sup>4</sup> "But we thought that even terrorists might have some ethics," Yousafzai says. "Because they destroyed some 1,500 schools but they never injured a child. And she was a child."

Malala says that the shooting has taken away her fear. "I have already seen death and I know that death is supporting me in my cause of education. Death does not want to kill me," she says. "Before this attack, I might have been a little bit afraid how death would be. Now I'm not, because I have experienced it."

When asked if she is having any fun now with all her campaigning,<sup>5</sup> Malala laughs, "It's a very nice question. I miss those days." But she also says that there is another side to her than what is shown in the media. "Outside of my home, I look like a very obedient, very serious, very good kind of girl, but nobody knows what happens inside the house." There, she says, she's not naughty, but she has to stand up to her brothers. "It's good to fight with your brothers and it's good to tease them to give them advice."

She says her little brother doesn't really understand why his sister has so much attention. "He said, 'Malala ... I can't understand why people are giving you prizes, and everywhere you go people say, 'This is Malala' and they give you awards, what have you done?'" she says.

- [10] Malala knows the Taliban would still like to kill her, but she says she hopes to return to Pakistan one day. "First, I need to empower myself with knowledge, with education. I need to work hard," she says. "And when I [am] powerful, then I will go back to Pakistan, inshallah [God willing]."

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3. **Injustice (noun):** a lack of fairness or equality in a situation
4. To be "on the radar" is a common expression meaning to be noticed or aware of
5. **Campaign (verb):** to carry out a planned set of activities over a period of time in order to achieve a specific goal

## Text-Dependent Questions

*Directions: For the following questions, choose the best answer or respond in complete sentences.*

1. According to Malala, how did the shooting affect her? Cite evidence in your answer.

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2. Summarize Malala's character using specific evidence from this article.

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3. PART A: What does the word "ethics" most closely mean as it is used in paragraph 6?

- A. an understanding between right and wrong
- B. ability to commit violent acts
- C. dishonesty
- D. a sense of cruelty or hatred

4. PART B: Which phrase from the text provides the best clue to the meaning of the word "ethics" as it is used in paragraph 6?

- A. "even terrorists"
- B. "destroyed some 1,500 schools"
- C. "they never injured a child"
- D. "she was a child"

5. What is the effect of Malala's father's account in this news article?
- A. It allows readers to see that Malala achieved so much due to her strict upbringing and disciplined education.
  - B. It implies that Malala should not be treated as a hero because she is just an ordinary girl with the same problems and concerns as other young women.
  - C. It suggests that Malala's father does not deserve much credit for raising her.
  - D. It provides the perspective of someone who knows her well, and emphasizes the importance of encouraging educational equality.

## Discussion Questions

**Directions:** *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. Why do you think Malala captured international attention?
2. Do you think that Malala may have turned out differently had her father practiced different kind of parenting techniques? Explain your answer.
3. Do you agree that Malala is a “normal, yet powerful” girl? Why or why not?
4. In the context of this article, what does it mean to be brave? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
5. How do people overcome adversity? Use evidence from this text, your own experience, and other literature or art in your answer.
6. In her acceptance speech for the Nobel Peace Prize, Malala said, “A girl has the power to go forward in her life. And she’s not only a mother, and she’s not only a sister, she’s not only a wife. But a girl has the—she should have an identity. She should be recognized, and she has equal rights as a boy.” Discuss this quote.
7. Malala was nearly killed for trying to pursue an education, and she continues to advocate for girls to receive educations in spite of threats of violence. What does Malala's story teach us about promoting peace? How can education be used as a tool of peace?

Name: \_\_\_\_\_

# NATIONAL SYMBOLS

A symbol is something that stands as a reminder of something else. The United States has many national symbols that help bring the local and regional communities together as a whole nation. By having some traditional symbols that people throughout our nation share, we are able to connect with each other and share the pride we have in our country.

The United States flag is a symbol that is easy for all Americans to recognize. It stands for our country, with one star for each of our 50 states, and 13 stripes to represent each of our original 13 colonies. Those colonies later became states, and 37 more states joined them to make up our country.



The Statue of Liberty

The American Bald Eagle is our national bird. It was chosen because it is so independent and free. Choosing such a bird to represent our nation tells everyone that our country values freedom and the courage to be independent.

The Statue of Liberty is another very famous American symbol. It was a gift to the people of America from the people of France in 1885. It represented not only the spirit of friendship between our countries, but also the shared vision for liberty, which is a synonym for freedom.

America's symbols unite people from many different states and help them feel like Americans instead of just citizens of their own states. We all pledge allegiance to the same flag. We celebrate national holidays. Our American spirit shows more than ever when we unite in times of crisis, reaching out to help fellow Americans, or foreigners in need.

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## What Does It Mean?

The text defines a symbol as a thing that is “a reminder of something else.” Using this definition, explain how the American flag, the bald eagle and the Statue of Liberty are symbols.

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