

6th Grade Choice Board *Week 1*

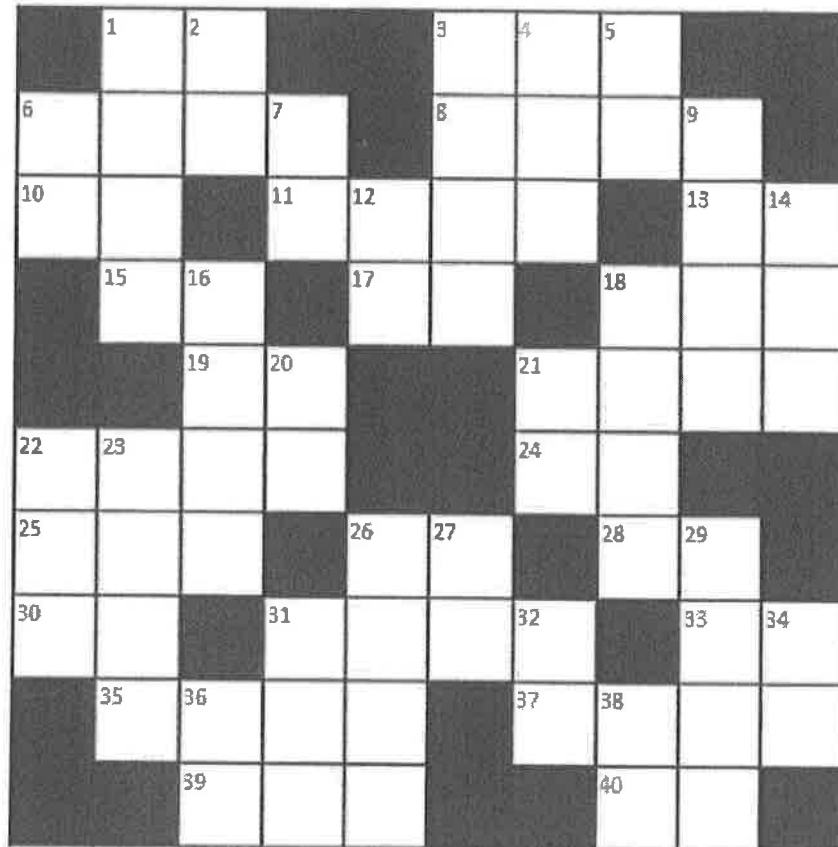
- Students should choose three activities per day.
- Place a check on the activities completed and have caregiver/parent sign the bottom of the form.

Math	Reading	Writing	Science/Social/Health	Specials
<p>Complete the math crossword.</p>	<p>Read a book of your choice for 20 minutes & complete a literature response journal.</p> <p>Title of book:</p>	<p>Write 5-6 sentences answering 1 of these questions:</p> <ol style="list-style-type: none"> 1. If you could have one song play every time you entered a room what would it be, and why? 2. What five things would you take with you during the zombie apocalypse and why? 	<p>Complete the George Washington poetry scramble & word search.</p>	<p>PE</p> <p>10 Burpees 10 Jumping Jacks 20 Arm Circles (Do this 3-5 times)</p>
<p>Complete the Magic Squares logic puzzle</p>	<p>Read to a younger sibling or a parent for 15 minutes & complete a literature response journal.</p> <p>Write down the name of the book you read.</p> <p>Title of book:</p>	<p>Write 5-6 sentences to persuade the principal on this topic: Should we have learning days at home or should we add an extra day at the end of the year?</p>	<p>Read & answer the "Colonization: for Gold, God and Glory" questions.</p>	<p>Art</p> <p>Draw something from Kids Art Hub http://bit.ly/39KMGIF</p>
<p>Practice Multiplication facts for 10 minutes. This may be done online, with a deck of cards, or with flashcards.</p>	<p>CommonLit texts & questions: Read 1 of the texts in your materials and answer the questions with that text.</p> <p>Fiction: "The Talking Skull" Non-fiction: "A Quick Note on Getting Better at Difficult Things"</p>	<p>Write a letter to your fifth grade teacher. Using as many details as possible to tell him/her how sixth grade is going.</p>	<p>Place a chunk of ice in a container or cup. Put the container in a sink, tub, or shower. Use a timer to document how long it takes to change from a solid to liquid. You may choose how often you check it. (Every 5 minutes, 10 minutes, or 15 minutes)</p>	<p>Music</p> <p>Sing a song to someone in your home</p>
<p>Complete the adding unlike fractions worksheet</p>	<p>Read "The Worst Birthday" from Harry Potter and answer the text-dependent questions.</p>	<p>Write 5-6 sentences answering 1 of these questions:</p> <ol style="list-style-type: none"> 1. If you could shrink down to 1 inch tall for a day, where would you go to explore? Why? 2. If you could jump into a time machine and travel back to any moment in history, what historical moment would you want to witness? Why? 	<p>Map out a fire evacuation plan from your bedroom. Include labels of other rooms along the path and draw your path of evacuation.</p>	<p>Art</p> <p>Use recycled materials to build a sculpture at least 1 foot tall</p>

Student Name _____ Parent/Guardian/Caregiver Signature _____

Date _____

Cross Number #1



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ACROSS

1. $22 - 9$
3. $159 - 13$
6. $465 + 750$
8. $2329 + 3294$
10. $25 - 10$
11. $18833 - 9266$
13. $20 - 7$
15. $15 + 16$
17. $120 - 24$
18. $952 - 344$
19. $99 - 40$
21. $445 + 8975$

22. $1496 + 930$
24. $124 - 46$
25. $1290 - 300$
26. $98 - 44$
28. $11 + 5$
30. $27 + 40$
31. $9284 - 2589$
33. $44 - 10$
35. $3292 - 768$
37. $9 + 1616$
39. $858 - 356$
40. $1 + 10$

DOWN

1. $710 + 543$
2. $46 - 15$
3. $297 + 1269$
4. $235 + 232$
5. $83 - 21$
6. $15 - 4$
7. $29 + 30$
9. $5457 - 2355$
12. $24 + 35$
14. $560 - 180$
16. $381 + 1139$
18. $12346 - 5865$
20. $27 + 69$
21. $183 - 86$
22. $338 - 42$
23. $280 + 4692$
26. $10786 - 5144$
27. $27 + 22$
29. $12200 - 5879$
31. $687 - 67$
32. $62 - 11$
34. $21 + 24$
36. $61 - 6$
38. $17 + 44$



Magic Squares

Name: _____ Date: _____

Fill in grids so that each column, row and diagonal add up to the given sum.

The sum is 15.

2		
	5	3

The sum is 60.

32		
		28
		8

The sum is 30.

	10	6
12		

The sum is 60.

		16
28		
24		



Adding unlike fractions (denominators 2-12)

Grade 6 Fraction Worksheet

Find the sum of the following fractions.

1. $\frac{4}{5} + \frac{9}{11} =$ _____

2. $\frac{5}{6} + \frac{2}{9} =$ _____

3. $\frac{5}{9} + \frac{3}{8} =$ _____

4. $\frac{2}{12} + \frac{5}{8} =$ _____

5. $\frac{6}{11} + \frac{2}{3} =$ _____

6. $\frac{1}{4} + \frac{7}{10} =$ _____

7. $\frac{5}{6} + \frac{6}{12} =$ _____

8. $\frac{2}{7} + \frac{3}{7} =$ _____

9. $\frac{1}{2} + \frac{2}{6} =$ _____

10. $\frac{1}{3} + \frac{3}{12} =$ _____

Literature Response Journals

Text: _____

<p>What happened in the text?</p>	<p>What are you thinking? (Questions, predictions, feelings)</p>
------------------------------------------	-----------------------------------------------------------------------------

Text: _____

<p>What happened in the text?</p>	<p>What are you thinking? (Questions, predictions, feelings)</p>
------------------------------------------	-----------------------------------------------------------------------------

Text: _____

<p>What happened in the text?</p>	<p>What are you thinking? (Questions, predictions, feelings)</p>
------------------------------------------	-----------------------------------------------------------------------------

Name: _____ Class: _____

The Talking Skull

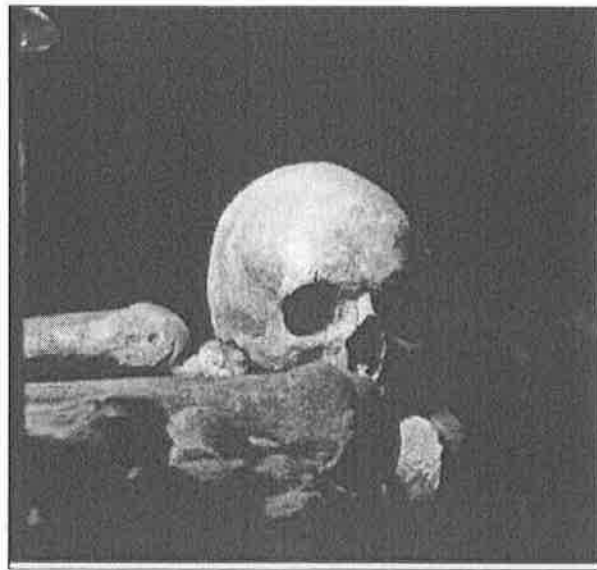
A Fable from Cameroon

By Donna L. Washington
2004

Donna L. Washington is a professional storyteller, actress, and author. In this fable from Cameroon, a man finds a talking skull and decides to take it to his village. As you read, take notes on what the villagers think about the man in the story.

- [1] Once a man was walking down the road toward his village. He was not paying attention to anything around him. This man considered himself a scholar of life. He was always deep in thought. He liked to think about important things. He did not put his mind to ordinary problems. If it wasn't impossible, or at least very complicated, he didn't care about it at all.

This man spent all day looking out over the ocean, and he only noticed things he thought were useful. He didn't notice the beauty of the ocean. The only things he considered were sharks and shipwrecks. He didn't notice the clear blue sky. He was thinking about all the storms that must have been churning far away. He did not notice the wonderful songs of the birds. He only thought about how many of their nests had been robbed. He didn't notice the playful animals swinging through branches or rustling in the grass. He only wondered whether or not the great cats were on the prowl. That was the kind of man he was.



"Corner skull" by BaconStand is licensed under CC BY-NC-ND 2.0.

As he walked back toward the village that day, he happened to pass a pile of bones. They were bleached white and they gleamed in the bright sun. He stopped and stared down at them. He was the sort of man who would stop to stare down at a pile of bones. The skull on the pile was resting above all the other bones, and it seemed to be watching the man just as intently as he was watching it.

The man reached out and picked up the skull. He held it one way and then another. He looked gravely into the empty eye sockets and said, "What brought you here, brother?"

- [5] "Talking," the skull replied without much interest.

The man was so shocked, he dropped the skull and jumped back. He watched the skull for a few minutes before he managed to stammer out, "You can talk!"

"Yes," said the skull. "Talking is very easy. All you have to do is open up your mouth and out it comes. Talking is easy. Finding something worthwhile to say is not."

The man was amazed. He had never seen a talking skull before, let alone one that could spout such wisdom. "I must take you to the village!" the man exclaimed,

He scooped up the skull and ran as fast as he could. The villagers saw him coming, and a great many of them ran for their homes.

- [10] You see, he was the kind of man who was always getting busy people into useless conversations when there was work to be done. He never seemed to be quiet, and he never spoke about anything anyone ever wanted to hear.

As he entered the village, he called out to his neighbors, "Come quickly! I have something wonderful to show you!" No one came.

The man was so excited that he did not even realize that the few people in sight were moving away from him. "Put down whatever you are doing, everyone! I have a marvelous¹ mystery to show all of you, the likes of which you have never before seen!"

When the man said the word "mystery," you can be sure he got the attention of some of the villagers. They started poking their heads out of their houses. Women left their yams cooking, men put down their digging sticks, and children stopped their playing. They all began to gather around the man.

When he saw that he had everyone's attention, he drew out the skull. He could not have prepared himself for what happened next.

- [15] Everyone stared at the skull for a moment. Then they all started yelling.

"Mama! What is he doing?" cried a little boy.

"How dare you bring that thing here!" his mother howled, waving a spoon.

"Somebody do something!" said another, clutching her child.

"Send him away!" demanded a third mother.

- [20] The men who still had gardening tools in their hands started waving them.

"Move out of the way!" yelled a man with a digging stick.

"Somebody get the chief!" said an old man holding his grandson's hand.

There was so much commotion,² the chief came to see what was happening.

"What is going on?" the chief roared. He was a very orderly chief, and he did not like all this yelling and brandishing³ of gardening tools in the middle of the village.

1. **Marvelous** (*adjective*): causing great wonder
2. **Commotion** (*noun*): a state of confused and noisy disturbance
3. **Brandish** (*verb*): to wave something in a threatening or angry way

[25] All the people were silent except for one villager. He stood up and pointed to the man with the skull.

"This man told us he had something to show us. Then he pulled out that awful skull. We thought he was trying to call the Dark Spirits to the village, and we were trying to stop him."

"Oh," said the chief, eyeing the man with the skull. "And were you going to call Dark Spirits to my village?"

"Certainly not!" the scholar declared, glad that the chief was there. He was sure the chief would understand this intellectual matter.

"Then what were you doing?" the chief asked with curiosity.

[30] "Well," the man said in a pompous⁴ voice, "I was on my way home from the ocean when I came across a pile of bones. On top of the heap was this skull. It spoke to me! I brought it here to share this wonder with the village."

The chief did not look convinced.

"I'll show you," the man said, raising the skull so that it looked at the chief. "Say something to the chief," he commanded.

The skull said nothing. The chief frowned.

"Speak!" the man said. "I command you!"

[35] The skull remained silent. One of the children laughed.

"Speak!" he said. "You must speak!" The man started getting nervous.

The skull said nothing. The man begged and pleaded with the skull. The skull remained silent. The people began to get angry again, and the chief got angry right along with them.

"You are always a troublemaker in my village, and now you come here with this nonsense!" The chief and the people had had enough. They took the skull from the man, found the mound of bones he had taken it from, and put it back there.

That very day the villagers held a meeting with the chief and decided to throw the man out of their village. They watched him collect his few belongings and said to him, "Since you found that skull so much company, why don't you go live with it!"

[40] The man stormed out of the village and down the road to the pile of bones. He picked up the skull. Before he could get one word out of his mouth, the skull said, "Sorry about that."

"What? Now you talk! That is not going to do me much good! Why didn't you say something back in the village?"

4. **Pompous** (*adjective*): irritatingly self-important; arrogant

"I told you," the skull replied. "It is easy to talk. It is not always easy to find something worthwhile to say."

"You are absolutely unpleasant!" the man screamed. "I don't know what trouble you caused that brought you to this sorry state, but you deserve everything you got!"

"I already told you what got me into trouble," the skull replied. "Talking. Same as you."

"The Talking Skull" copyright © 2004 by Donna Washington. Used by permission of HarperCollins Publishers.

Text-Dependent Questions

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

1. PART A: Which statement identifies the theme of the short story?
 - A. You shouldn't think so highly of yourself that you speak when it's not valuable.
 - B. The wisest words often come from the people we least expect to hear them from.
 - C. It is hard to earn back someone's trust after misleading them once.
 - D. Words can be dangerous and cause real harm to others.

2. PART B: Which TWO details from the text best support the answer to Part A?
 - A. "This man spent all day looking out over the ocean, and he only noticed things he thought were useful. He didn't notice the beauty of the ocean." (Paragraph 2)
 - B. "The man was amazed. He had never seen a talking skull before, let alone one that could spout such wisdom." (Paragraph 8)
 - C. "You see, he was the kind of man who was always getting busy people into useless conversations when there was work to be done... and he never spoke about anything anyone ever wanted to hear." (Paragraph 10)
 - D. "This man told us he had something to show us. Then he pulled out that awful skull. We thought he was trying to call the Dark Spirits to the village, and we were trying to stop him." (Paragraph 26)
 - E. "That very day the villagers held a meeting with the chief and decided to throw the man out of their village. They watched him collect his few belongings" (Paragraph 39)
 - F. "'I told you,' the skull replied. 'It is easy to talk. It is not always easy to find something worthwhile to say.'" (Paragraph 42)

3. PART A: How does the man's reputation affect how the villagers treat him?
 - A. The man has told several lies in the past, which makes people suspicious of him.
 - B. The man hasn't taken the time to help the villagers with their problems, which makes them stop asking him questions.
 - C. The man has always spoken thoughtlessly to the villagers, which makes them less likely to believe him.
 - D. The man looks down on the villagers for their beliefs, which discourages them from trusting him.

4. PART B: Which quote from the text best supports the answer to Part A?
 - A. "When the man said the word 'mystery,' you can be sure he got the attention of some of the villagers. They started poking their heads out of their houses." (Paragraph 13)
 - B. "'Well,' the man said in a pompous voice, 'I was on my way home from the ocean when I came across a pile of bones. On top of the heap was this skull. It spoke to me!'" (Paragraph 30)
 - C. "'You are always a troublemaker in my village, and now you come here with this nonsense! The chief and the people had had enough.'" (Paragraph 38)
 - D. "They watched him collect his few belongings and said to him, 'Since you found that skull so much company, why don't you go live with it!'" (Paragraph 39)

Name: _____ Class: _____

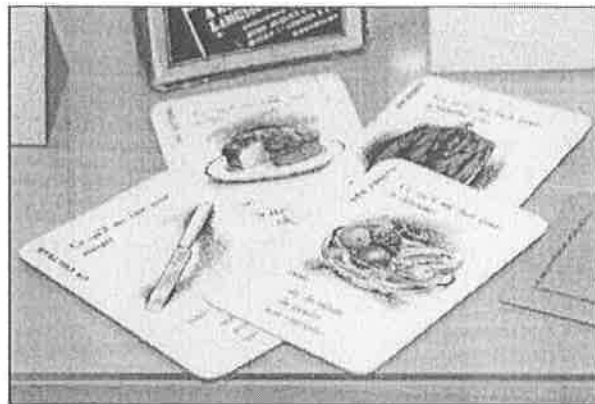
A Quick Note on Getting Better at Difficult Things

By Ta-Nehisi Coates
2015

Ta-Nehisi Coates is an American writer, journalist, and educator. Coates is a correspondent for The Atlantic who often writes about cultural, social, and political issues, especially as they relate to African Americans. In this text, Coates discusses how to get better at difficult things and shares his own struggles learning a new skill. As you read, take note of the obstacles that the author encounters and how he overcomes them.

[1] I have been studying the French language, with some consistency, for three years. This field of study has been, all at once, the hardest and most rewarding of my life. I would put it above the study of writing simply because I started writing as a 6-year-old boy under my mother's tutelage.¹ I always "felt" I could write. I did not always "feel" I could effectively study a foreign language.

But here I am, right now, in a Montreal hotel. I spoke French at the border. I spoke French when I checked in. I spoke French when I went to get lunch. I don't really believe in fluency.² If there is such a thing, I don't have it. I mishear words. I confuse tenses. I can't really use the subjunctive. Yet.



"Learn French" by Leo Reynolds is licensed under CC BY-NC-SA 2.0.

Something has happened to me and the something is this — I have gotten better. I don't know when I first felt it. I didn't feel it this summer at Middlebury,³ despite the difference in my entrance and exit scores. I didn't feel it when I first arrived in Paris in January. I felt, as I always feel, like I was stumbling around in the dark. I still feel like that. But I also feel like I am getting better at stumbling.

I am emphasizing how I "feel" because, when studying, it is as important as any objective⁴ reality. Hopelessness feeds the fatigue⁵ that leads the student to quit. It is not the study of language that is hard, so much as the "feeling" that your present level is who you are and who you will always be. I remember returning from France at the end of the summer of 2013, and being convinced that I had some kind of brain injury which prevented me from hearing French vowel sounds. But the real enemy was not any injury so much as the "feeling" of despair. That is why I ignore all the research about children and their language advantage. I don't want to hear it. I just don't care. As Carolyn Forché would say — "I'm going to have it."

1. support
2. **Fluency** (*noun*): the ability to speak or write a foreign language easily and accurately
3. Middlebury College is located in Vermont. They offer a 6-week summer graduate school program for students who want to learn French. Students who attend must pledge to speak only French for the entire time they're there.
4. **Objective** (*adjective*): neutral
5. **Fatigue** (*noun*): extreme tiredness

- [5] To “have it,” I must manage my emotional health. Part of that long-term management — beyond French — is giving myself an opportunity to get better at difficult things. There is absolutely nothing in this world like the feeling of sucking at something and then improving at it. Everyone should do it every ten years or so.

I don’t know what comes after this. I have said this before, and will say it again: Studying French is like setting in a canoe from California to China. You arrive on the coast of Hawaii and think, “Wow that was really far.” And then you realize that China is still so very far away. “Feelings” come and go. Likely, someone will say something — in the next hour or so — which I do not understand and I will feel a little hopeless again. But right now, I feel high. And one must savor those moments of feeling high, because they are not the norm. The lows are the norm. The Struggle is the norm. May it ever be thus.

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Text-Dependent Questions

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

1. PART A: Which of the following identifies the central idea of the text? [RI.2]
 - A. It is important to accept and expect struggle when learning a new skill.
 - B. It is likely you will never fully master a new skill, but it is the journey that is important.
 - C. French is one of the hardest languages to learn, so people who attempt to learn it must be mentally tough.
 - D. It is better to find something that you excel at, rather than struggle with something that doesn't come naturally.

2. PART B: Which section from the text best supports the answer to Part A? [RI.1]
 - A. "I would put it above the study of writing simply because I started writing as a 6-year-old boy under my mother's tutelage. I always 'felt' I could write." (Paragraph 1)
 - B. "I didn't feel it when I first arrived in Paris in January. I felt, as I always feel, like I was stumbling around in the dark. I still feel like that." (Paragraph 3)
 - C. "To 'have it,' I must manage my emotional health. Part of that long-term management — beyond French — is giving myself an opportunity to get better at difficult things." (Paragraph 5)
 - D. "Likely, someone will say something — in the next hour or so — which I do not understand and I will feel a little hopeless again. But right now, I feel high." (Paragraph 6)

3. PART A: What is the author's purpose in the text? [RI.6]
 - A. to give people an example of how failure is a good thing
 - B. to encourage people to keep working hard, even if something is difficult
 - C. to prove that nothing can be rewarding if it's not challenging
 - D. to urge people to learn a foreign language since that's a necessary skill in the 21st century

4. PART B: Which detail from the text best supports the answer to Part A? [RI.1]
 - A. "I spoke French at the border. I spoke French when I checked in. I spoke French when I went to get lunch." (Paragraph 2)
 - B. "If there is a such thing, I don't have it. I mishear words. I confuse tenses. I can't really use the subjunctive. Yet." (Paragraph 2)
 - C. "There is absolutely nothing in this world like the feeling of sucking at something and then improving at it." (Paragraph 5)
 - D. "I have said this before, and will say it again: Studying French is like setting in a canoe from California to China." (Paragraph 6)

5. How does paragraph 4 contribute to the development of ideas in the text? [RI.5]

Name: _____ Class: _____

Diary of a Teenage Refugee

By Amira
2013

In the spring of 2011, protests erupted in the Middle Eastern country of Syria against President Bashar al-Assad's government. The protests were met with violence. The conflict gradually led to rebellion. Now, Syria is experiencing a civil war that has already left over 400,000 people dead and created 4.8 million refugees who have left the country, as well as another 6.3 million who have had to flee their homes for elsewhere in Syria. Millions more have been left in poor living conditions with shortages of food and drinking water. The following account comes from a 16-year-old Syrian girl named Amira detailing the past three years of her life in a refugee camp in the neighboring country of Lebanon. As you read, take notes on the different ways Amira's life has changed since the outbreak of the Syrian civil war.

- [1] Amira is a pretty normal 16 year-old. She's got the usual interests: pop music, boys and her mobile phone.

But, along with 30 million other children and young people around the world, she's a refugee. Amira lives in a camp with her family after fleeing the civil war in Syria. This is her story, in her own words.



"Syrian refugee camp, Karkosik, Erbil" by Mustafa Khayat is licensed under CC BY-ND 2.0.

Amira's Story

One night the bombs were coming closer and closer. We were all sitting together downstairs because we couldn't sleep. As houses were being destroyed one by one in our village, neighbours were running from one house to the next. So some neighbours were gathered in our house too.

A rocket landed on the roof of our house, but no one was injured. We ran in fear to another house. We were so terrified we didn't even think about taking anything with us. Soon after, our house was totally destroyed. We left with no IDs, nothing.

- [5] Our dad took us out of the country through a smuggler. We escaped that night in a rented car. Whenever we passed a checkpoint, we hid under the seats of the car and the driver covered us up.

We crossed the border illegally, through the mountains. We got out near the border and had to walk about 100 metres¹ across the mountain. When we heard a plane, we started running. We were very scared.

1. 100 meters is about 328 feet.

The Camp: Life on Hold

When we arrived at the refugee camp, there were already many tents. We bought some materials to make a tent—some wood and plastic sheeting. The men built it. Our tent has two rooms and a kitchen area. There are 13 of us living here.

The neighbours helped us by giving us things like bottled water, mattresses, blankets, cups and plates. We could pick up and leave at any time, as we don't have anything of value here. My most treasured things are my necklaces. I wear them all at the same time, because they have many memories. One was given to me by a boyfriend, but I don't want my mother to know about that!

We have so many needs that you can't count them. At home things were cheap. Everything is expensive here. We even have to pay for water. In winter there was snow halfway up the sides of our tent and we couldn't even see out of it. At home we had our own bedrooms, but here we all sleep together in the tent on the ground.

- [10] We can't go to school here, and there are no jobs available because too many people are looking for work. We don't even have any books. So we just help out with cooking and cleaning, or watch TV all day. We are really bored.

To pass the time we do each other's hair and draw pictures of each other, or listen to popular songs on the TV. We also make our own clothes.

We are afraid because the government doesn't know we are here. If they find out, we could be sent back to Syria. But the UN² protects us.

Some of the people who are not registered go into the mountains and hide whenever the officials come to count people in the camp. Then they come back to the camp afterwards.

Homesick

We hear from home mostly via WhatsApp³ and sometimes TV. Only a few old people are still living in our village. There are a few rooms still standing in the destroyed houses, and they live in those.

- [15] We have to pay for water to be brought in by truck, but it's very dirty. But now we have a water filter in our tent. We now have a latrine⁴ that was installed by an NGO.⁵ We receive food distributions, so we have enough food. We make large amounts of simple meals that we can share out easily for all the children, like rice, beans and peas. There are shops, hairdressers and tailors here.

It helps to know that we are not alone, as there are many others here in the same situation as us.

2. UN stands for the United Nations, an organization of 193 countries formed after World War II to prevent international conflict and promote world peace.
3. WhatsApp is a mobile messaging app that allows people to exchange messages without having to pay for a text messaging plan.
4. A latrine is a toilet or outhouse, especially one used by large groups in a camp.
5. NGO stands for "non-governmental organization," which is any not-for-profit citizens' group that is organized on a local, national, or international level.

We've been here for three years now. We miss everything about home. We would love to go back.

"Diary of a Teenage Refugee" by Amira (2013). Reprinted with permission of Tearfund, all rights reserved.

Text-Dependent Questions

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

1. Which of the following best describes the central idea of the text?
 - A. Amira is a normal teenage girl living through extraordinary circumstances as a refugee.
 - B. Amira and others like her have built communities in refugee camps that resemble home.
 - C. The United Nations needs to better protect refugees, particularly those fleeing Syria.
 - D. More refugees should tell their tales in order to spread awareness about the issues they face.

2. Which statement best describes how the refugee camp is first portrayed in the text?
 - A. Life in the camp is safer and easier than life at home, where there is war.
 - B. Life in the camp is engaging and fun because community members make it so.
 - C. Life in the camp is difficult and dirty, and there is no sense of community support.
 - D. Life in the camp is uncertain and there is little to do, but the community is kind.

3. PART A: What does the term “smuggler” most closely mean as used in paragraph 5?
 - A. one who books safe passage for legal immigrants through dangerous places
 - B. one who leaves a country to escape danger
 - C. one who secretly moves something or someone from one country to another
 - D. someone who avoids paying taxes for goods they bring in or out of a country

4. PART B: Which of the following quotes best supports the answer to Part A?
 - A. “Soon after, our house was totally destroyed.” (Paragraph 4)
 - B. “Our dad took us out of the country” (Paragraph 5)
 - C. “We escaped that night in a rented car.” (Paragraph 5)
 - D. “We crossed the border illegally, through the mountains.” (Paragraph 6)

5. How does the following quote contribute to the reader's understanding of Amira? "My most treasured things are my necklaces. I wear them all at the same time, because they have many memories. One was given to me by a boyfriend, but I don't want my mother to know about that!" (Paragraph 8)

Name: _____ Class: _____

"The Worst Birthday" from Harry Potter and the Chamber of Secrets

By J.K. Rowling
1998

Joanne "Jo" Rowling, pen name J.K. Rowling, is a British novelist, screenwriter, and film producer best known for creating the Harry Potter series. The title character, Harry Potter, is an orphan who attends a boarding school to learn about magic. On his summer vacation, he is forced to live with his non-magical extended family. As you read, take notes on how each character responds to magic.

- [1] Not for the first time, an argument had broken out over breakfast at number four, Privet Drive. Mr. Vernon Dursley had been woken in the early hours of the morning by a loud, hooting noise from his nephew Harry's room.

"Third time this week!" he roared across the table. "If you can't control that owl, it'll have to go!"

Harry tried, yet again, to explain. "She's *bored*," he said. "She's used to flying around outside. If I could just let her out at night —"

"Do I look stupid?" snarled Uncle Vernon, a bit of fried egg dangling from his bushy mustache. "I know what'll happen if that owl's let out."

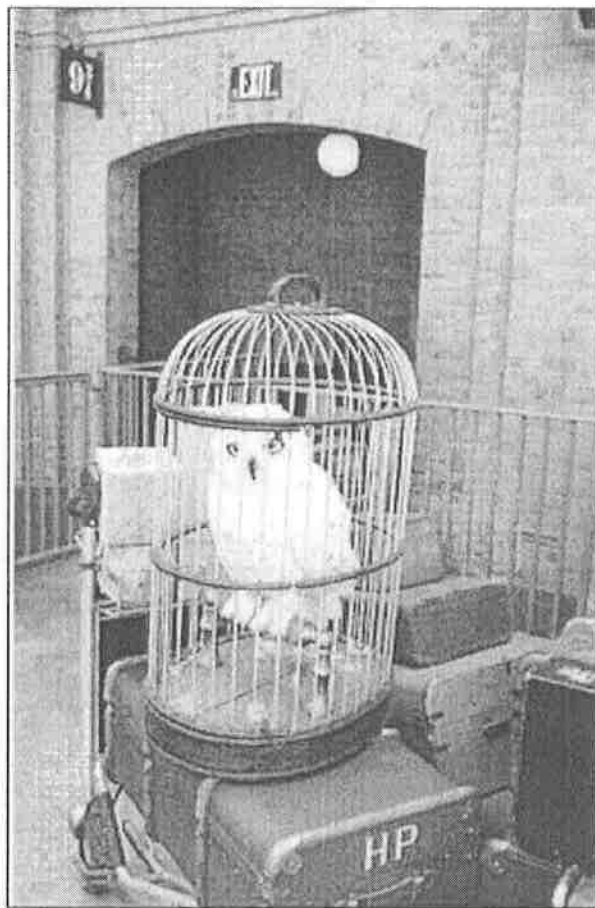
- [5] He exchanged dark looks with his wife, Petunia.

Harry tried to argue back but his words were drowned by a long, loud belch from the Dursleys' son, Dudley.

"I want more bacon."

"There's more in the frying pan, sweetums," said Aunt Petunia, turning misty eyes on her massive¹ son. "We must build you up while we've got the chance... I don't like the sound of that school food..."

"Nonsense, Petunia, I never went hungry when I was at Smeltings," said Uncle Vernon heartily. "Dudley gets enough, don't you, son?"



"Where Has That Boy Got to Now?" by Dennis D is licensed under CC BY-NC-ND 2.0.

1. **Massive** (*adjective*): enormous

- [10] Dudley, who was so large his bottom drooped over either side of the kitchen chair, grinned and turned to Harry.

"Pass the frying pan."

"You've forgotten the magic word," said Harry irritably.

The effect of this simple sentence on the rest of the family was incredible: Dudley gasped and fell off his chair with a crash that shook the whole kitchen; Mrs. Dursley gave a small scream and clapped her hands to her mouth; Mr. Dursley jumped to his feet, veins throbbing in his temples.

"I meant 'please!'" said Harry quickly. "I didn't mean —"

- [15] "WHAT HAVE I TOLD YOU," thundered his uncle, spraying spit over the table, "ABOUT SAYING THE 'M' WORD IN OUR HOUSE?"

"But I —"

"HOW DARE YOU THREATEN DUDLEY!" roared Uncle Vernon, pounding the table with his fist.

"I just —"

"I WARNED YOU! I WILL NOT TOLERATE MENTION OF YOUR ABNORMALITY UNDER THIS ROOF!"

- [20] Harry stared from his purple-faced uncle to his pale aunt, who was trying to heave Dudley to his feet.

"All right," said Harry, "*all right...*"

Uncle Vernon sat back down, breathing like a winded rhinoceros and watching Harry closely out of the corners of his small, sharp eyes.

Ever since Harry had come home for the summer holidays, Uncle Vernon had been treating him like a bomb that might go off at any moment, because Harry Potter *wasn't* a normal boy. As a matter of fact, he was as not normal as it is possible to be.

Harry Potter was a wizard — a wizard fresh from his first year at Hogwarts School of Witchcraft and Wizardry. And if the Dursleys were unhappy to have him back for the holidays, it was nothing to how Harry felt.

- [25] He missed Hogwarts so much it was like having a constant stomachache. He missed the castle, with its secret passageways and ghosts, his classes (though perhaps not Snape, the Potions master), the mail arriving by owl, eating banquets in the Great Hall, sleeping in his four-poster bed in the tower dormitory, visiting the gamekeeper, Hagrid, in his cabin next to the Forbidden Forest in the grounds, and, especially, Quidditch, the most popular sport in the wizarding world (six tall goal posts, four flying balls, and fourteen players on broomsticks).

All Harry's spellbooks, his wand, robes, cauldron, and top-of-the-line Nimbus Two Thousand broomstick had been locked in a cupboard under the stairs by Uncle Vernon the instant Harry had come home. What did the Dursleys care if Harry lost his place on the House Quidditch team because he hadn't practiced all summer? What was it to the Dursleys if Harry went back to school without any of his homework done? The Dursleys were what wizards called Muggles (not a drop of magical blood in their veins), and as far as they were concerned, having a wizard in the family was a matter of deepest shame. Uncle Vernon had even padlocked Harry's owl, Hedwig, inside her cage, to stop her from carrying messages to anyone in the wizarding world.

Harry looked nothing like the rest of the family. Uncle Vernon was large and neckless, with an enormous black mustache; Aunt Petunia was horse-faced and bony; Dudley was blond, pink, and porky. Harry, on the other hand, was small and skinny, with brilliant green eyes and jet-black hair that was always untidy. He wore round glasses, and on his forehead was a thin, lightning-shaped scar.

It was this scar that made Harry so particularly unusual, even for a wizard. This scar was the only hint of Harry's very mysterious past, of the reason he had been left on the Dursleys' doorstep eleven years before.

At the age of one year old, Harry had somehow survived a curse from the greatest Dark sorcerer of all time, Lord Voldemort, whose name most witches and wizards still feared to speak. Harry's parents had died in Voldemort's attack, but Harry had escaped with his lightning scar, and somehow — nobody understood why — Voldemort's powers had been destroyed the instant he had failed to kill Harry.

- [30] So Harry had been brought up by his dead mother's sister and her husband. He had spent ten years with the Dursleys, never understanding why he kept making odd things happen without meaning to, believing the Dursleys' story that he had got his scar in the car crash that had killed his parents.

And then, exactly a year ago, Hogwarts had written to Harry, and the whole story had come out. Harry had taken up his place at wizard school, where he and his scar were famous... but now the school year was over, and he was back with the Dursleys for the summer, back to being treated like a dog that had rolled in something smelly.

The Dursleys hadn't even remembered that today happened to be Harry's twelfth birthday. Of course, his hopes hadn't been high; they'd never given him a real present, let alone a cake — but to ignore it completely...

At that moment, Uncle Vernon cleared his throat importantly and said, "Now, as we all know, today is a very important day."

Harry looked up, hardly daring to believe it.

- [35] "This could well be the day I make the biggest deal of my career," said Uncle Vernon.

Harry went back to his toast. *Of course*, he thought bitterly, *Uncle Vernon was talking about the stupid dinner party*. He'd been talking of nothing else for two weeks. Some rich builder and his wife were coming to dinner and Uncle Vernon was hoping to get a huge order from him (Uncle Vernon's company made drills).

"I think we should run through the schedule one more time," said Uncle Vernon. "We should all be in position at eight o'clock. Petunia, you will be —?"

"In the lounge," said Aunt Petunia promptly, "waiting to welcome them graciously to our home."

"Good, good. And Dudley?"

[40] "I'll be waiting to open the door." Dudley put on a foul, simpering smile. "May I take your coats, Mr. and Mrs. Mason?"

"They'll *love* him!" cried Aunt Petunia rapturously.²

"Excellent, Dudley," said Uncle Vernon. Then he rounded on Harry. "And *you*?"

"I'll be in my bedroom, making no noise and pretending I'm not there," said Harry tonelessly.

"Exactly," said Uncle Vernon nastily. "I will lead them into the lounge, introduce you, Petunia, and pour them drinks. At eight-fifteen —"

[45] "I'll announce dinner," said Aunt Petunia. "And, Dudley, you'll say —"

"May I take you through to the dining room, Mrs. Mason?" said Dudley, offering his fat arm to an invisible woman.

"My perfect little gentleman!" sniffed Aunt Petunia.

"And *you*?" said Uncle Vernon viciously to Harry.

"I'll be in my room, making no noise and pretending I'm not there," said Harry dully.

[50] "Precisely. Now, we should aim to get in a few good compliments at dinner. Petunia, any ideas?"

"Vernon tells me you're a *wonderful* golfer, Mr. Mason... Do tell me where you bought your dress, Mrs. Mason..."

"Perfect... Dudley?"

"How about — 'We had to write an essay about our hero at school, Mr. Mason, and I wrote about *you*.'" This was too much for both Aunt Petunia and Harry. Aunt Petunia burst into tears and hugged her son, while Harry ducked under the table so they wouldn't see him laughing.

"And you, boy?" Harry fought to keep his face straight as he emerged. "I'll be in my room, making no noise and pretending I'm not there," he said.

2. **Rapturous** (*adjective*): full of joy

[55] "Too right, you will," said Uncle Vernon forcefully. "The Masons don't know anything about you and it's going to stay that way. When dinner's over, you take Mrs. Mason back to the lounge for coffee, Petunia, and I'll bring the subject around to drills. With any luck, I'll have the deal signed and sealed before the news at ten. We'll be shopping for a vacation home in Majorca³ this time tomorrow."

Harry couldn't feel too excited about this. He didn't think the Dursleys would like him any better in Majorca than they did on Privet Drive.

"Right — I'm off into town to pick up the dinner jackets for Dudley and me. And *you*," he snarled at Harry. "You stay out of your aunt's way while she's cleaning."

Harry left through the back door. It was a brilliant, sunny day. He crossed the lawn, slumped down on the garden bench, and sang under his breath:

"Happy birthday to me... happy birthday to me..."

[60] No cards, no presents, and he would be spending the evening pretending not to exist. He gazed miserably into the hedge. He had never felt so lonely. More than anything else at Hogwarts, more even than playing Quidditch, Harry missed his best friends, Ron Weasley and Hermione Granger. They, however, didn't seem to be missing him at all. Neither of them had written to him all summer, even though Ron had said he was going to ask Harry to come and stay.

Countless times, Harry had been on the point of unlocking Hedwig's cage by magic and sending her to Ron and Hermione with a letter, but it wasn't worth the risk. Underage wizards weren't allowed to use magic outside of school. Harry hadn't told the Dursleys this; he knew it was only their terror that he might turn them all into dung beetles that stopped them from locking him in the cupboard under the stairs with his wand and broomstick. For the first couple of weeks back, Harry had enjoyed muttering nonsense words under his breath and watching Dudley tearing out of the room as fast as his fat legs would carry him. But the long silence from Ron and Hermione had made Harry feel so cut off from the magical world that even taunting Dudley had lost its appeal — and now Ron and Hermione had forgotten his birthday.

What wouldn't he give now for a message from Hogwarts? From any witch or wizard? He'd almost be glad of a sight of his archenemy, Draco Malfoy, just to be sure it hadn't all been a dream...

Not that his whole year at Hogwarts had been fun. At the very end of last term, Harry had come face-to-face with none other than Lord Voldemort himself. Voldemort might be a ruin of his former self, but he was still terrifying, still cunning,⁴ still determined to regain power. Harry had slipped through Voldemort's clutches for a second time, but it had been a narrow escape, and even now, weeks later, Harry kept waking in the night, drenched in cold sweat, wondering where Voldemort was now, remembering his livid⁵ face, his wide, mad eyes —

Harry suddenly sat bolt upright on the garden bench. He had been staring absent-mindedly into the hedge — *and the hedge was staring back*. Two enormous green eyes had appeared among the leaves.

[65] Harry jumped to his feet just as a jeering⁶ voice floated across the lawn.

3. an island off the coast of Spain and a popular vacation spot

4. **Cunning** (*adjective*): clever

5. **Livid** (*adjective*): furiously angry

"I know what day it is," sang Dudley, waddling toward him.

The huge eyes blinked and vanished.

"What?" said Harry, not taking his eyes off the spot where they had been.

"I know what day it is," Dudley repeated, coming right up to him.

[70] "Well done," said Harry. "So you've finally learned the days of the week."

"Today's your *birthday*," sneered Dudley. "How come you haven't got any cards? Haven't you even got friends at that freak place?"

"Better not let your mum hear you talking about my school," said Harry coolly.

Dudley hitched up his trousers, which were slipping down his fat bottom.

"Why're you staring at the hedge?" he said suspiciously.

[75] "I'm trying to decide what would be the best spell to set it on fire," said Harry.

Dudley stumbled backward at once, a look of panic on his fat face.

"You c-can't — Dad told you you're not to do m-magic — he said he'll chuck you out of the house — and you haven't got anywhere else to go — you haven't got any *friends* to take you —"

"*Jiggery pokery!*" said Harry in a fierce voice. "*Hocus pocus — squiggly wiggly —*"

"MUUUUUUM!" howled Dudley, tripping over his feet as he dashed back toward the house. "MUUUUM! He's doing you know what!"

[80] Harry paid dearly for his moment of fun. As neither Dudley nor the hedge was in any way hurt, Aunt Petunia knew he hadn't really done magic, but he still had to duck as she aimed a heavy blow at his head with the soapy frying pan. Then she gave him work to do, with the promise he wouldn't eat again until he'd finished.

While Dudley lolled around watching and eating ice cream, Harry cleaned the windows, washed the car, mowed the lawn, trimmed the flowerbeds, pruned and watered the roses, and repainted the garden bench. The sun blazed overhead, burning the back of his neck. Harry knew he shouldn't have risen to Dudley's bait, but Dudley had said the very thing Harry had been thinking himself... maybe he *didn't* have any friends at Hogwarts...

Wish they could see famous Harry Potter now, he thought savagely as he spread manure on the flower beds, his back aching, sweat running down his face.

It was half past seven in the evening when at last, exhausted, he heard Aunt Petunia calling him.

“Get in here! And walk on the newspaper!”

- [85] Harry moved gladly into the shade of the gleaming kitchen. On top of the fridge stood tonight's pudding:⁷ a huge mound of whipped cream and sugared violets. A loin of roast pork was sizzling in the oven.

“Eat quickly! The Masons will be here soon!” snapped Aunt Petunia, pointing to two slices of bread and a lump of cheese on the kitchen table. She was already wearing a salmon-pink cocktail dress.

Harry washed his hands and bolted down his pitiful supper. The moment he had finished, Aunt Petunia whisked away his plate. “Upstairs! Hurry!”

As he passed the door to the living room, Harry caught a glimpse of Uncle Vernon and Dudley in bow ties and dinner jackets. He had only just reached the upstairs landing when the doorbell rang and Uncle Vernon's furious face appeared at the foot of the stairs.

“Remember, boy — one sound —”

- [90] Harry crossed to his bedroom on tiptoe, slipped inside, closed the door, and turned to collapse on his bed.

The trouble was, there was already someone sitting on it.

Harry Potter and the Chamber of Secrets: Copyright © J.K. Rowling 1998

Text-Dependent Questions

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

1. PART A: What is the central idea of the passage?
 - A. Harry feels alone because his family fears his powers, and he can't be around his friends where he feels comfortable expressing himself.
 - B. Harry completes chores for Petunia because he believes that being obedient is important to supporting a strong and united family.
 - C. Harry behaves and decides not to cast any spells because he cannot use magic outside of school and he is afraid the Dursleys will find out about his magical powers.
 - D. Harry argues with Uncle Vernon because he believes his uncle's hatred of people who are different is unfair, and he wants his uncle to treat all people fairly.

2. PART B: What evidence from the text best supports the answer from Part A?
 - A. "Harry tried to argue back but his words were drowned by a long, loud belch from the Dursleys' son, Dudley." (Paragraph 6)
 - B. "Ever since Harry had come home for the summer holidays, Uncle Vernon had been treating him like a bomb that might go off at any moment, because Harry Potter wasn't a normal boy." (Paragraph 23)
 - C. "Aunt Petunia knew he hadn't really done magic, but he still had to duck as she aimed a heavy blow at his head with the soapy frying pan." (Paragraph 80)
 - D. "While Dudley lolled around watching and eating ice cream, Harry cleaned the windows, washed the car, mowed the lawn, trimmed the flowerbeds, pruned and watered the roses, and repainted the garden bench." (Paragraph 81)

3. PART A: Which of the following best defines what Uncle Vernon means when he says "abnormality" in Paragraph 19?
 - A. Harry's evil nature
 - B. Harry's special powers
 - C. Harry's different appearance from the Dursleys
 - D. Harry's teasing attitude

4. PART B: What quote from the text best supports this definition?
 - A. "'HOW DARE YOU THREATEN DUDLEY!' roared Uncle Vernon, pounding the table with his fist." (Paragraph 17)
 - B. "Uncle Vernon sat back down...watching Harry closely out of the corners of his small, sharp eyes." (Paragraph 22)
 - C. "Uncle Vernon had been treating him like a bomb that might go off at any moment" (Paragraph 23)
 - D. "As a matter of fact, he was as not normal as it is possible to be. Harry Potter was a wizard." (Paragraphs 23-24)

5. PART A: How does Harry's repetition of the phrase "I'll be in my bedroom, making no noise and pretending I'm not there" impact the tone of the passage?
- A. It shows how much Harry loves sitting in his room all by himself so he can practice magic.
 - B. It shows how much the Dursleys love Harry and respect his privacy.
 - C. It highlights the contrast between Harry's love for quiet time and Dudley's hatred of it.
 - D. It highlights the contrast between the Dursley's excitement for the dinner and Harry's loneliness.
6. PART B: Which TWO phrases from the text best support the answer to Part A?
- A. "Dudley, who was so large his bottom drooped over either side of the kitchen chair, grinned and turned to Harry." (Paragraph 10)
 - B. "Uncle Vernon cleared his throat importantly and said, 'Now, as we all know, today is a very important day.'" (Paragraph 33)
 - C. "Harry fought to keep his face straight as he emerged" (Paragraph 54)
 - D. "He didn't think the Dursleys would like him any better in Majorca than they did on Privet Drive." (Paragraph 56)
 - E. "he would be spending the evening pretending not to exist... He had never felt so lonely." (Paragraph 60)
 - F. "Harry had been on the point of unlocking Hedwig's cage by magic and sending her to Ron and Hermione with a letter" (Paragraph 61)
7. Contrast the Dursleys' perception of magic with Harry's perception of magic in this passage. Cite examples from the text to support your claim.

Oh, George Washington!

What was life like for President George Washington? Unscramble the capitalized words in the poem below to find out.

When Washington was EEDITNSRP,
 Homes were cold as an CLCEII;
 He never on a subway TNWE,
 And never rode a ELCCIYB.

EEDITNSRP _____
 CLCEII _____
 TNWE _____
 ELCCIYB _____

He read by no electric PLAM,
 Nor took a trip to TNOLLOWSEYE;
 He never licked a postage MATPS,
 And never saw a PTEHENEOL.

PLAM _____
 TNOLLOWSEYE _____
 MATPS _____
 PTEHENEOL _____

His trousers ended at the SNEEK,
 By email he could not CHAPSTID;
 He filled his lamp with whale oil SEAGER,
 And never had a match to SCHCART.

SNEEK _____
 CHAPSTID _____
 SEAGER _____
 SCHCART _____

But in these days it's come to SAPS,
 All work is with such dashing NODE;
 We've all these things, but then SALA,
 We seem to have no WISHONTANG.

SAPS _____
 NODE _____
 SALA _____
 WISHONTANG _____

Find each unscrambled term in the puzzle.

E S A E R G Q Q E Q B Z Q A R N Q T G H S S I H T
 L A M P Q J B N V S M I L C U Q O J Q R O C X D N
 A O H T F O O D V F Q A C X B P T T H G I R S I E
 E N N J X H A O S W S K O Y D U M L G C K A E Z D
 G E E K P V M N G T A H D N C P G A L N M T E C I
 W J P E S V E E H T M X Y K Z L I E T K I C N F S
 F W L A J E N O T S W O L L E Y E Z J S I H K J E
 U E T D S M D I S P A T C H G B K D A V Z B S R R
 T C A S M S J H Y Y V N Q D V A W N O O J Y Y A P
 P V Z Y Q Y H Z S M Q O N L O J M W Z I Y L N F W

Colonization: for Gold, God and Glory

Cross-Curricular Focus: History/Social Sciences



Historically, most explorations began as searches for new trade routes. However, the discovery of the Americas changed all that. It created new desires in the hearts of kings, **emperors** and explorers. Land was hard to get in Europe as populations grew. Every bit of it had already been claimed.

The prospect of vast open lands in the Americas excited the sailors to action. The lands were also reportedly full of rich resources. The bountiful land also encouraged rulers to put up the money for sailing expenses in the hopes of receiving far more wealth in return.

Religion was another reason for exploration and colonization. When Protestants rebelled against the Catholic Church, calling for its reform, the Catholic Church launched the Counter-Reformation. This was a time when Catholic nations did everything they could to **convert** new believers to Catholicism. Establishing a new **colony** was an opportunity for the church to convert the natives.

Each time another explorer went to seek his fortunes, to convert natives to his religion or to make a name for himself as a brave adventurer, the face of the world changed again. **Cartographers**, the people who make maps, struggled to keep up with the new discoveries. In their hurry to publish "newer" and "better" maps, unknown areas were often filled in with things the cartographer imagined. Sometimes the cartographer decorated it with angels, spirits or demons to represent the unknown.

The world became a smaller place with each exploration. Finally, in 1519, Ferdinand Magellan began his historic voyage. He became the first explorer to realize the original dream of sailing west to Asia. In the name of Spain, Magellan's crew did something else remarkable in the process, as well. They were the first people ever to **circumnavigate** the globe. **Circumnavigation** means to sail completely around the entire world. Sadly, Magellan did not live to see the three-year journey completed. He died during battle with natives in Asia in 1521. Only one of his five ships and 18 of his 250 men returned home in 1522.

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) Do you think it was moral for European nations to claim lands in the Americas that were already inhabited by natives? Why or why not?

2) Why did cartographers add artistic pictures, like angels, to their maps?

3) Gold, God, and glory were three reasons for exploration. Which of these might motivate you to go exploring? Why?

4) Considering that so many died, was Magellan's voyage a success? Why or why not?

5) What does circumnavigate mean?

6th 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/Social/Health	Specials
<p>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.</p>	<p>Read a book of your choice for 20 minutes & complete a literature response journal. Title of book:</p>	<p>Write 5-6 sentences answering 1 of these questions: 1. Your English teacher is actually a witch! One day, she gets tired of you not paying attention and zaps you into a novel. Which novel would you hope she zapped you into and why? 2. You discover a beautiful island where you decide to build a new society. What is the first rule you put in place?</p>	<p>Read & answer discussion questions for "The First Flag"</p>	<p>PE</p> <ol style="list-style-type: none"> 1. Challenge a family member to a pushup contest. 2. See how long you can run in place.
<p>Record the temperatures for the last 5 days in California and Wisconsin. Then create a double bar graph comparing the data.</p>	<p>Read & answer the riddle of "Time Exposure"</p>	<p>Write a story using the following elements: Character: Snowman Setting/Place: Mars Problem: lost keys</p>	<p>Choose a famous historical person to research and create a timeline showing 6 important events in their life.</p>	<p>Art</p> <p>Draw the inside of your fridge with food that you like to eat, but also something completely unexpected!</p> <p>Octopus? Hot air balloon? Monster cupcake? Think outside the box!</p>
<p>Write three 2 step word problems. Make sure to include the answer. Be ready to share them when you come back to school.</p>	<p>Find a read-aloud of your favorite book on YouTube and listen to it.</p>	<p>Create a new Google Doc and write a poem about a sound that you hear.</p>	<p>Have a conversation with an older relative. (Not a parent) Discuss what they did on days they weren't in school.</p>	<p>Music</p> <p>Make up a dance to your favorite song.</p>
<p>Complete the patterns puzzle worksheet.</p>	<p>Choose a book to read. Write down 2 questions you have before you read, 2 during, and 2 after you are done. If your questions were answered, write them down!</p>	<p>Write a news article about today. Include: who, what is happening, when, where, and why.</p>	<p>Create a family tree to figure out where your ancestors came from.</p>	<p>Media</p> <p>1. Go to Storyline Online: https://www.storylineonline.net 2. Listen to a story of your choice. 3. Tell one family member what the story was about. (If you do not have internet access, read a book for 20 minutes.)</p>

Student Name _____

Parent/Guardian/Caregiver Signature _____

Date _____



Name: _____

Fill in the missing values and describe the Number Pattern!

0, 3, 6, 9, _____, _____, ...

What is the pattern?
Add 3

0, 5, 10, 15, _____, _____, ...

What is the pattern?
Add 5

0, 4, 8, 12, _____, _____, ...

What is the pattern?
Add 4

0, 2, 4, 6, _____, _____, ...

What is the pattern?
Add 2

0, 9, 18, 27, _____, _____, ...

What is the pattern?
Add 9

0, 7, 14, 21, _____, _____, ...

What is the pattern?
Add 7

0, 6, 12, 18, _____, _____, ...

What is the pattern?
Add 6

0, 8, 16, 24, _____, _____, ...

What is the pattern?
Add 8

Literature Response Journals

Text: _____

<p>What happened in the text?</p>	<p>What are you thinking? (Questions, predictions, feelings)</p>
------------------------------------------	-----------------------------------------------------------------------------

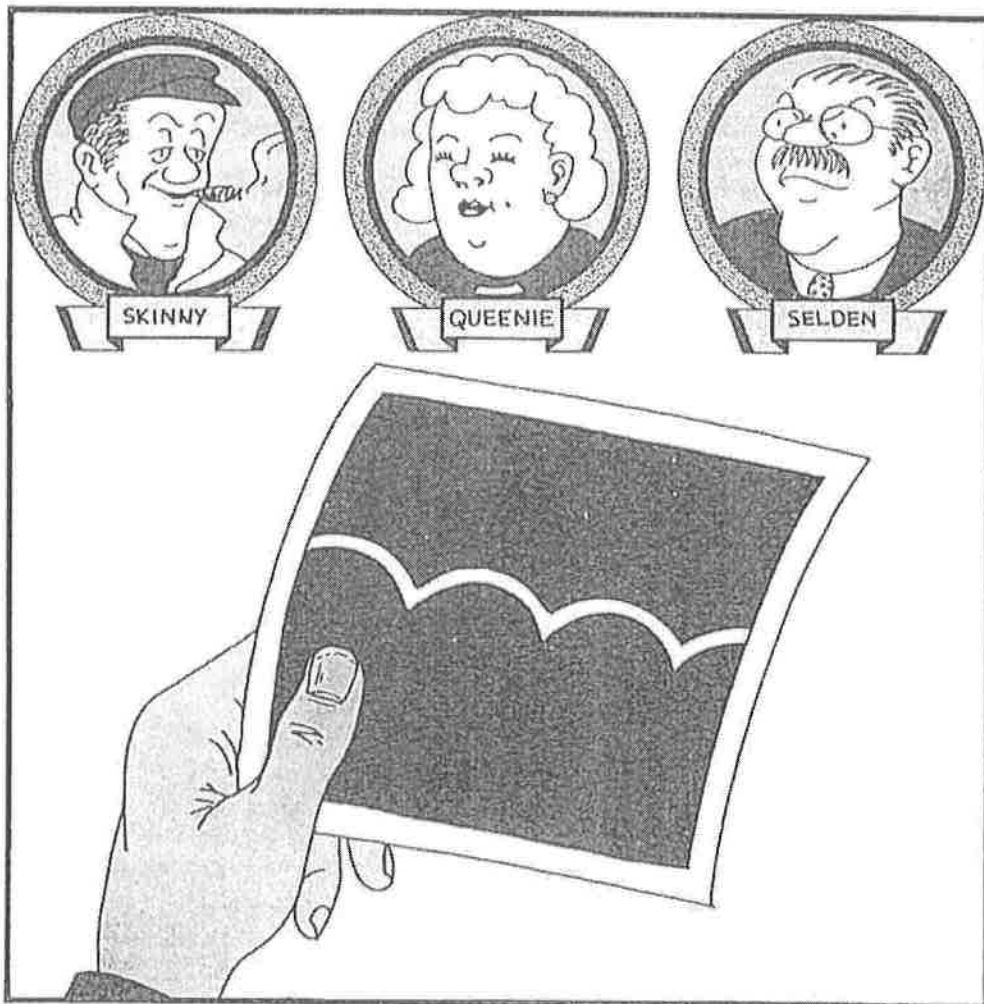
Text: _____

<p>What happened in the text?</p>	<p>What are you thinking? (Questions, predictions, feelings)</p>
------------------------------------------	-----------------------------------------------------------------------------

Text: _____

<p>What happened in the text?</p>	<p>What are you thinking? (Questions, predictions, feelings)</p>
------------------------------------------	-----------------------------------------------------------------------------

TIME EXPOSURE



Name: _____ Class: _____

The First Flag

By Barbara Radner
2008

Barbara Radner is an associate professor at DePaul University School for New Learning. Most historians now believe that Judge Francis Hopkinson created the first U.S. flag. However, the folk tale that a woman named Betsy Ross was the creator is still popular among Americans. In this short story, the possible events of Betsy Ross' creation of the first American flag are narrated from the perspective of a fellow seamstress. As you read, take notes on the narrator's perspective, and how her perspective impacts her feelings about the American Revolutionary War.

- [1] Betsy Ross made her living as a seamstress, and had many customers. She sewed many things, including clothes, blankets, and curtains. Each day, she would start with a pile of cloth and create things people paid her to make for them. Everyone knew she would do a wonderful job, so they came to her home and asked her to make many items for them. Business was so good, and as she began to get very busy, Betsy hired me to help. I am an experienced seamstress, so I can sew very well.

On my first day, three men came to her home and asked if she could make a flag. I listened to them talk with great interest. One of them was named George Washington.¹ I had heard of him, and now here he was right in front of me. He came to the store in May. I remember it very well because it was my birthday that day. Washington was leading the army, but the army did not currently have a flag. The army was fighting for freedom,² but at the time no one knew if we would win.



"Betsy Ross" by Don Shall is licensed under CC BY-NC-ND 2.0

The men showed Betsy Ross a drawing of the flag of the new country. It had stars and stripes. I said, "Silver stars would be great." Betsy said, "No, it will be too difficult to make those. The flag should be red, white, and blue." So we set to work that day.

We worked on the flag for a solid month. It would be very big. In addition to sewing the flag, we had to do other work, too. Betsy said we had to make more clothes to get money. We were making the flag as a present, which meant we would not be paid for the flag.

1. At this time, George Washington was the commander-in-chief of the Continental Army, which was formed after the start of the American Revolution to lead the efforts of the Thirteen Colonies.
2. The thirteen colonies of North America fought for their independence from Great Britain in the American Revolutionary War.

- [5] Finally the flag was complete, so George Washington sent someone to come get it. He opened it up and said, "This is it. This is just what we need to inspire the army." He did not show it to anyone yet, though. He kept it for a special day.

On July 4th,³ the army flew the new flag. That was the first Independence Day. On that day, the United States said it was a new country. It had a new flag. We were not there, but we heard about it later.

The army had to fight more battles. Just saying they were independent did not make it true. The war went on for 7 more years. We worried. We made more flags. In all those battles, soldiers saw that flag. Still, it was difficult to win.

When the war ended, the country started. I was proud when I saw the flag. I didn't just make a flag. I was part of making the United States.

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3. On July 4th, 1776, representatives from the Thirteen colonies approved the Declaration of Independence, a document declaring the United States' Independence from Great Britain.

