

March 12, 2020

Dear Parents and Guardians of 3rd Grade Students,

In light of the potential threat of the COVID 19 (coronavirus), we the Gulf Avenue STEAM and Magnet center 3rd grade teachers have prepared a 10 day Home Study Agenda to be completed at home. Below you will find the assignments.

12 de marzo del 2020

Estimados padres y tutores de estudiantes de 3 grado,

A luz de la amenaza potencial del COVID 19 (coronavirus), los maestros de tercer grado de Gulf Avenue STEAM y Magnet Center, hemos preparado una Agenda de 10 días de estudio para que el alumno pueda completar en casa. A continuación, encontrará las tareas.

Monday	Tuesday	Wednesday	Thursday	Friday
Math: My Math Book Vol.1 Chapter 1 Review Place Value pages 3-29 & Multiplication Practice Sheet Language Arts: <u>Writing:</u> Topic 1, Reading and Writing Activities Appreciation <u>Close Reader:</u> Forces and Interactions: Annotate Key Details: Short Read Poems of Movement pages 4-5 <u>Online Programs</u> 20 minutes of Achieve, Zearn, Amplify, Epic, and if you have books at home read and take quizzes on AR. Check-In on GOOGLE	Math: My Math Book Vol.1 Chapter 1 Review Place Value pgs 29-50 & Multiplication Practice Sheet Language Arts: <u>Writing:</u> Topic 2, Reading and Writing Activities Caring <u>Close Reader:</u> Forces and Interactions: Annotate Key Details: Short Read What Makes Things Move? pages 6-9 <u>Online Programs</u> 20 minutes of Achieve, Zearn, Amplify, Epic, and if you have books at home read and take quizzes on AR Check-In on GOOGLE	Math: My Math Book Vol.1 Chapter 2 Review Addition pages 53-78 & Multiplication Practice Sheet Language Arts: <u>Writing:</u> Topic 3, Reading and Writing Activities Citizenship <u>Close Reader:</u> Forces and Interactions: Annotate Key Details: The Tortoise and the Hare page 10 <u>Online Programs</u> 20 minutes of Achieve, Zearn, Amplify, Epic, and if you have books at home read and take quizzes on AR Check-In on GOOGLE	Math: My Math Book Vol.1 Chapter 2 Review Addition pages 79-92 & Multiplication Practice Sheet Language Arts: <u>Writing:</u> Topic 4, Reading and Writing Activities Cooperation <u>Close Reader:</u> Forces and Interactions: Annotate Key Details: The Great Tug of War pages 12-15 <u>Online Programs</u> 20 minutes of Achieve, Zearn, Amplify, Epic, and if you have books at home read and take quizzes on AR Check-In on GOOGLE	Math: My Math Book Vol.1 Chapter 2 Review Addition pages 93-124 & Multiplication Practice Sheet Language Arts: <u>Writing:</u> Topic 5, Reading and Writing Activities Courage <u>Close Reader:</u> Forces and Interactions: Annotate Key Details: The Great Tug of War pages 16-19 <u>Online Programs</u> 20 minutes of Achieve, Zearn, Amplify, Epic, and if you have books at home read and take quizzes on AR Check-In on GOOGLE

DOCS with your teacher _____@lausd.net	DOCS with your teacher _____@lausd.net	DOCS with your teacher _____@lausd.net	DOCS with your teacher _____@lausd.net	DOCS with your teacher _____@lausd.net
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Math: My Math Book Vol.1 Chapter 3 Review Subtraction pages 127-145 & Multiplication Practice Sheet</p> <p>Language Arts: <u>Writing: Topic 6,</u> Reading and Writing Activities Fairness</p> <p><u>Close Reader:</u> Forces and Interactions: Annotate Key Details: The Merchant's Donkey page20</p> <p><u>Online Programs 20</u> minutes of Achieve, Zearn, Amplify, Epic, and if you have books at home read and take quizzes on AR. Check-In on GOOGLE DOCS with your teacher _____@lausd.net</p>	<p>Math: My Math Book Vol.1 Chapter 3 Review Subtraction pages151-182 & Multiplication Practice Sheet</p> <p>Language Arts: <u>Writing: Topic 7,</u> Reading and Writing Activities Generosity</p> <p><u>Close Reader:</u> Forces and Interactions: Annotate Key Details: Investigate Magnetism pages 22-24</p> <p><u>Online Programs 20</u> minutes of Achieve, Zearn, Amplify, Epic, and if you have books at home read and take quizzes on AR. Check-In on GOOGLE DOCS with your teacher _____@lausd.net</p>	<p>Math: My Math Book Vol.1 Chapter 4 Review Multiplication pgs.185-234 & Multiplication Practice Sheet</p> <p>Language Arts: <u>Writing: Topic 8,</u> Reading and Writing Activities Good Judgment</p> <p><u>Close Reader:</u> Forces and Interactions: Annotate Key Details: Investigate Magnetism pages 25-27</p> <p><u>Online Programs 20</u> minutes of Achieve, Zearn, Amplify, Epic, and if you have books at home read and take quizzes on AR. Check-In on GOOGLE DOCS with your teacher _____@lausd.net</p>	<p>Math: My Math Book Vol.1 Chapter 5 Review Division pgs.237-286 & Multiplication Practice Sheet</p> <p>Language Arts: <u>Writing: Topic 9,</u> Reading and Writing Activities Honesty</p> <p><u>Close Reader:</u> Forces and Interactions: Annotate Key Details: Investigate Magnetism pages 28-29</p> <p><u>Online Programs 20</u> minutes of Achieve, Zearn, Amplify, Epic, and if you have books at home read and take quizzes on AR. Check-In on GOOGLE DOCS with your teacher _____@lausd.net</p>	<p>Math: My Math Book Vol.1 Chapter 6 Practice pages 289-356 & Multiplication Practice Sheet</p> <p>Language Arts: <u>Writing:Topic 10,</u> Reading and Writing Activities Loyalty</p> <p><u>Close Reader:</u> Forces and Interactions: Annotate Key Details: Why Didn't I Think of That? page 30</p> <p><u>Online Programs 20</u> minutes of Achieve, Zearn, Amplify, Epic, and if you have books at home read and take quizzes on AR. Check-In on GOOGLE DOCS with your teacher _____@lausd.net</p>

Students, please visit Gulf's Technology Home Page at www.complab25.com for additional educational links.

Appreciation

Shannon was hanging the homemade sign. José was blowing up the balloons. Frankie was putting the snacks on the table. The other kids were busy, too. They were watching for Mrs. Garcia to come down the hall.

"Here she comes," Andrea whispered. Whew! The kids had finished just in time.

They all ran to their desks and sat quietly. Their hearts were pounding with excitement.

It seemed like a very long time until Mrs. Garcia finally opened the classroom door.

"Good morning, children," she said. Then she saw the decorations and the balloons. She was so surprised! The kids were thrilled that she hadn't guessed about the party.

"My goodness," Mrs. Garcia said. "What is all this?"

"It's a party for you," said Andrea. "We heard you will be done teaching this year. We wanted to thank you for all the things you've done for us."

"And for us, too."

Everyone in the class turned to see who had said that. The kids were just as surprised as Mrs. Garcia when a bunch of grown-ups came into the classroom.

"It's wonderful to see you!" said Mrs. Garcia. Then she told the kids, "They are from the first class I ever taught. That was more than 30 years ago."

"We heard about the party, and we wanted to say 'thank you,' too,"

said one of the men.

The grown-ups came inside the classroom. Some of them were holding presents.

"Is it all right if we tell your students stories about when you were our teacher?" a woman asked Mrs. Garcia.

Mrs. Garcia still looked surprised. "Of course," she said.

One of the men said, "I had Mrs. Garcia in the first grade. She helped me after school every single day, because I had trouble learning the alphabet."

Another man said, "Mrs. Garcia knew that I wanted to be a doctor when I grew up. She helped me learn about science. Today, I am a doctor. If she hadn't helped me, I might not have become one."

A woman told the class, "The other kids used to tease me because I was different. Mrs. Garcia told me that I was special, not different. She made me feel good about myself."

As other grown-ups told about Mrs. Garcia, the kids realized that she still did the same things to help kids. She made them feel special. She helped them learn. The kids were glad they had shown Mrs. Garcia how much they all appreciated her.



1. Pretend that Mrs. Garcia was your teacher. Write her a letter to thank her for helping you.
2. What might the kids have written on the sign they made for Mrs. Garcia? Think of three ideas and write them down.
3. What are some things that people help you with? Write a list.
4. Think of a story you would tell about your teacher at a party in his or her honor. Write it down and share it with the class.

Reading Comprehension Questions

1 What two things did the students do to get ready for the party?

- a) blew up balloons
- b) made a cake
- c) hung a sign
- d) wrote a card

2 True or false? Mrs. Garcia has been a teacher for more than 30 years.

- a) true
- b) false

3 What is the main idea of the story?

- a) Mrs. Garcia has been teaching a long time.
- b) Mrs. Garcia's class throws her a surprise party to show they appreciate her.
- c) Mrs. Garcia makes people feel special.
- d) Mrs. Garcia's class was excited to throw her a party.

4 What does it mean to "appreciate" someone?

- a) You think they are exciting.
- b) You are grateful for things they do.
- c) You pay them money you owe them.
- d) You think they are nice.

5 Do the kids like or dislike Mrs. Garcia? Tell why you think so.

Caring

Mother Teresa was not really a mother. She never had children of her own. When she was a very young girl, she decided that she wanted to make sick people feel better. She wanted to help people that others had forgotten about. She called them "the poorest of the poor." She could not stop thinking about ways to help them—they needed food, they needed medicine, and they needed someone to love them. She became a loving mother to thousands of people who needed her.

Mother Teresa worked hard every day and night. Sometimes, she got sick. It was hard to get enough sleep. But even when she felt tired or sick, she kept working. She helped poor and sick people as much as she could. This was because she knew they felt worse than she did.

She lived in a place that had a lot of poor people. They were sick and hungry. Mother Teresa had a plan. She would do what she could for them. She also would set a good example, so that other people would help.

Sure enough, people saw what Mother Teresa was doing for sick and poor children and grown-ups. They saw that she cared about them more than she did about herself. She would hold sick people in her arms and make them feel better.

Years passed. Mother Teresa was getting weaker. But many other

good people had joined her in helping the poor. They started schools. They gave medicine and healthy food to families. They helped blind people. They assisted old and young people. They looked after those who could not walk.

Sometimes, Mother Teresa felt sad that she could not make everyone feel better. There were so many people who needed her! How could she ever help them all? Others told her that she should be proud for all she had done. She even got awards and medals for her work. People all over the world knew her name. They thought she was a wonderful person.

However, Mother Teresa did not care about being famous. She did not care about the medals. In fact, she didn't want to own things. Once, a man gave her a special car. He wanted her to use it for herself. Mother Teresa had a contest. She sold tickets and gave the car away as the prize. She used the money to open a place for sick people to live.

Mother Teresa died in 1997. She had spent most of her life helping others. She is remembered for all the good things she did.



1. Write about a time when you were tired or sick, but you helped someone who felt worse than you did.
2. Pretend you are Mother Teresa. Write a diary entry about a day in your life.
3. Write about a time when someone acted in a caring way toward you and how much that meant to you.
4. Pretend you are a sick person Mother Teresa helped. Write her a thank-you note.

Reading Comprehension Questions

1 What made Mother Teresa sad?

- a) She was sick.
- b) Other people were helping poor people.
- c) There were so many people who needed help.
- d) She was not famous.

2 What were some things that Mother Teresa and others did to help poor people?

3 True or false? Mother Teresa's children helped care for people.

- a) true
- b) false

4 What does "weaker" mean?

- a) having less power
- b) feeling happier
- c) able to do more
- d) on a set schedule

5 What did Mother Teresa do with the car she was given?

- a) She drove it to another country.
- b) She sold it for food for herself.
- c) She used it to raise money for poor people.
- d) She gave it to poor people.

Citizenship

"Let's see," Mr. Dylan said. "We've got our orange vests, our gloves, and our trash bags. I think we're ready."

"What a dumb idea for a field trip," Jamie whispered to Hector. "I can't believe that we have to pick up someone else's garbage."

Hector whispered back, "At least we won't be stuck inside all day."

Jamie had to admit that was true. It was nice and sunny out. It might be fun to go to the nature park. Still, spending a whole day looking for litter didn't seem like fun. Jamie didn't like litter—well, not very much anyway. Why should he have to clean up somebody else's mess?

The bus dropped them off at the park gates. Mr. Dylan handed each kid a pair of gloves and a bag.

"Did I mention there's a prize for the student who picks up the most trash?" he said.

Jamie liked the sound of that. He pulled his gloves on and followed the other kids along the path.

As he walked, he noticed cans, bottles, and wrappers on the ground. He was surprised there was so much trash.

"Do a lot of people come here?" he asked Mr. Dylan.

"Yes. It's hard for the workers to keep the place clean," Mr. Dylan said. "That's why they are happy when volunteers help."

Jamie listened to birds sing as he picked up litter. Squirrels jumped from branch to branch. Jamie even saw a



rabbit sitting under a tree. He wondered what the animals thought of people. First, some people came to their home and dropped all this garbage. Then other people came along and cleaned it up. The animals probably think we are weird, he thought.

By lunchtime, Jamie's bag was almost full. After the kids washed their hands, they sat down for a picnic. A park worker came by to thank them for helping.

"Let's see who wins the prize," the worker said. She checked the bags and said, "I think it's a tie." She pointed to Hector and Jamie.

"What's the prize?" Hector asked.

The worker smiled. "We will put your names on a sign in the park. The sign will say 'Thank you for helping keep this place clean and safe for people and animals.'"

Jamie couldn't wait to come back and see the sign. He felt proud of what his class had accomplished. He decided that when he came back, he would bring a bag and gloves with him and pick up litter along the way.

Writing Activities

1. Write a poem about why you think it is important not to litter.
2. Pretend you are going on a picnic. Write a list of things you will do to make sure you leave the park as clean as when you get there.
3. Write about places you could help make cleaner.
4. Make a list of ways a person can be a good citizen.

Reading Comprehension Questions

- 1 Choose two items the kids used to clean up litter.**
 - a) grocery bags
 - b) gloves
 - c) trash bags
 - d) green vests
- 2 Littering is wrong. Is this a fact or an opinion?**
 - a) fact
 - b) opinion
- 3 Do you think Jamie changed his mind about picking up litter by the end of the story? Why do you think that?**

- 4 The kids picked up litter. How did it get there in the first place?**
 - a) They tossed it on the ground.
 - b) The animals left it there.
 - c) People threw it there while they were in the park.
 - d) The wind blew it there from the school.
- 5 Put the events of the day in the order they happened:**
 - a) ate a picnic lunch
 - b) rode the bus to the park
 - c) won the prize for picking up the most litter
 - d) picked up litter

Cooperation

Jane Addams felt sorry for people who were poor. She wanted to do something to help them. Of course, a lot of people felt that way in the late 1800s. Many women formed clubs to help poor people. Some of these people had just moved to the United States. Some had lived here all their lives. The women in the clubs would buy food and drop it off with the poor people. They would give their children's outgrown clothing to poor parents. They would help sick people get medicine.

Jane Addams wanted to do all these things for poor people, too. She knew they needed help with food, medicine, and clothing. But Jane decided that this kind of help wasn't enough. She and her friend wanted to find new ways to help make people's lives better.

Finally, Jane had a great idea. Instead of dropping off food and clothing in the poor neighborhoods, Jane would move there. She would open a house that people could come to for help. They could learn how to help themselves and their neighbors. If everyone assisted each other a little, then everyone would be better off. Jane and her friend Ellen opened Hull House in 1889. The two friends had a plan. They would help people learn to read. They would have cooking

classes. They would show people how to take care of their children. They would help people find jobs they were good at.



Their plan was to help people right away, and also to teach them how to help themselves. Hull House was partly a school. The classes were at night so that grown-ups could work at their jobs during the day. Then they would come to Hull House and learn.

Children were welcome at Hull House, too. Jane started a kindergarten and clubs for bigger kids. There was a library, a music school, and even a club for putting on plays. Grown-ups and kids went to Hull House for all sorts of reasons. Then they told their friends and neighbors what they had learned.

Hull House became famous for all the help it gave people. Everyone worked together to make it a success. Jane and Ellen were happy. They had proved that if people worked together, they could make the world a better place.

1. Pretend you go to school at Hull House. You have just learned to write. Write a journal entry about your class.
2. Write about a time you had to cooperate with others in order to accomplish a goal.
3. Pretend you are visiting Hull House for the first time. Write about what you might see, hear, and smell at Hull House.
4. Pretend you are Jane Addams. Write a list of other things that you would like to do at Hull House. Who would you ask to help you?

Reading Comprehension Questions

- 1 Which word best describes Jane Addams?**
 - a) tired
 - b) kind
 - c) fashionable
 - d) lazy
- 2 What is another word for "assisted"?**
 - a) donated
 - b) wished
 - c) related
 - d) helped
- 3 True or false? Everyone who came to Hull House had to know how to read.**
 - a) true
 - b) false
- 4 Put the events in order:**
 - a) Jane is happy that Hull House is a success.
 - b) Jane makes a plan to live in a poor neighborhood.
 - c) Jane and Ellen open Hull House.
 - d) Jane tries to think of a way to help poor people.
- 5 Who helped tell people about Hull House?**
 - a) town officials
 - b) grown-ups and kids that went to Hull House
 - c) Jane's family
 - d) the president

Courage

Some people say courage means doing something you are afraid to do. Maybe you are afraid of what people will say. Maybe you are afraid that you will get into trouble. Either way, if you are afraid to do something you know is the right thing to do, but you find a way to do it, you are brave. And sometimes, if you are brave, it helps other people be brave, too.

In 1955, Rosa Parks helped other people be brave. Back then, black people had to do what white people said. Rosa was black. She rode a bus to work every day. One day, a white man told her he wanted to sit where she was sitting. The bus driver told her she had to move. Rosa was tired of people telling her what to do. She didn't think it was fair. She would not get out of her seat for the man.

Do you think that Rosa was afraid? She knew she was breaking a rule. She knew she could get into big trouble. And she did. Rosa got arrested.

Both black and white people heard about what Rosa had done. It made everyone think. Some people were angry that she had broken a rule. But some people thought she was very courageous for breaking a rule that wasn't fair. Some thought she was stirring up trouble.

Most importantly, many other black people decided that Rosa was right.

They wanted to show people that they agreed with her. The city had made the law about black people giving up their seats to white people. The city owned the buses and made money from them. What if black people stopped riding the buses and walked instead? The city would lose money. Maybe the city would change the law then.

Many black people decided to stop riding the buses. They walked to work and to the store. They found other ways to get places. For 382 days, they refused to ride the buses.

Finally, the city gave in. They changed the rule. Black people didn't have to give up their seats on buses anymore.

Rosa Parks was glad she had found the courage to stay in her seat on the bus that day. By being so brave, she showed other people you could change the world. She knew that being afraid is part of being brave. She was happy that other people found courage, too.



1. Pretend you are Rosa Parks. Write a letter to a friend explaining why you got arrested.
2. Write a list of times you have shown courage.
3. Write about a time when you helped someone else be brave.
4. Pretend you were on the bus when Rosa Parks refused to give up her seat. Write a journal entry about the event.

Reading Comprehension Questions

- 1** What is another word for courage?
 - a) happiness
 - b) belief
 - c) fright
 - d) bravery
- 2** How long did black people refuse to ride on buses?
 - a) 382 days
 - b) one year
 - c) nine months
 - d) 328 days
- 3** What was the punishment for what Rosa did?
 - a) She could no longer ride buses.
 - b) She was arrested.
 - c) She had to give up her seat.
 - d) She had to pay extra to ride the bus.
- 4** Rosa got arrested. What was the cause of this?
 - a) She stopped riding the buses.
 - b) She told people to stop riding the buses.
 - c) She would not give up her seat to a white man.
 - d) She refused to get off the bus.
- 5** Rosa should not have gotten arrested. Is this fact or opinion?
 - a) fact
 - b) opinion

Fairness

One thing adults can do that kids cannot is vote. When you vote, you help choose who is in charge of your city, your state, and even your country. But did you know that for a long time, only certain adults were allowed to vote?

Years ago, only men could vote. Women were not allowed. If they tried, they could get arrested and put in jail. Back then, some people thought women were not as smart as men. These people were worried that women would not understand whom to vote for. They thought women should stay at home and let the men take care of everything.

Of course, most women were angry about this. Women were just as smart as men were. They should help decide who won elections.

Instead of just being angry about the rule, some women decided to fight for their rights. They tried to come up with ways to change the law. They formed groups and gave speeches. Sometimes they marched with signs.

Some women talked to their families about the law. They tried to explain to their husbands, fathers, and brothers that the rule was unfair. Some men agreed. But many did not.

The women had a big meeting to think of more ways to get the vote.



Two women—Elizabeth Cady Stanton and Lucretia Mott—were in charge of the meeting.

At the meeting, they wrote down the unfair things that were happening. They wrote down what they wanted. They wanted women to have the same kinds of jobs as men. They wanted women and men to be paid the same. They wanted women to be able to go to any school they wanted. Of course, they also wanted women to vote.

Newspaper reporters heard about the meeting. They wrote stories about it in the papers. At first, people thought the women's ideas were bad. Later, more women and men thought about the ideas. They started to agree with them.

Finally, just about everyone agreed that women should be able to vote. The law was finally changed. The women had worked hard to be treated fairly, and they won equal rights.

Writing Activities

1. Pretend you went to the meeting about women's rights. Write a journal entry about why you agree or disagree with the ideas.
2. Pretend you are Elizabeth Cady Stanton or Lucretia Mott. Write a list of ways that you could tell people about your ideas.
3. Write a poem about what it would feel like to be able to vote for the first time.
4. Divide your paper into two columns. In the first column, write the reasons men had for not allowing women to vote. In the second column, write the reasons women had for wanting the same right as men to vote.

Reading Comprehension Questions

1 List four rights that women wanted.

2 Women are not smart enough to vote. Is this fact or opinion?

- a) fact
- b) opinion

3 What does "equal" mean?

- a) different
- b) bigger
- c) smaller
- d) the same

4 What do you think the women spoke about at the meeting?

- a) the reasons men should not be able to vote
- b) the reasons women should have the same rights as men
- c) why children were not allowed to vote
- d) the different schools they could go to

5 What could have happened to women who tried to vote before the law was changed?

- a) They would be able to give better speeches.
- b) Their votes would have counted.
- c) They could have gotten arrested.
- d) They would have gotten all the rights that men had.

Generosity

"I want red and yellow balloons," Kara told her mother. "Oh, and can I have yellow candles on my cake?"

Mom smiled and wrote it down. She'd been adding notes to Kara's birthday party list for weeks.

Kara was having nine kids over, because she would be nine years old. They would eat chocolate cake, drink red punch, and play games. This would be Kara's first big birthday party. It would be fun to have lots of kids running around and playing games, but Kara was especially excited about the presents. She hoped her guests would bring her stuffed animals. Kara collected them. She had hinted to her friends that she wanted more stuffed animals for her birthday. She needed more dogs, monkeys, and maybe a teddy bear or two.

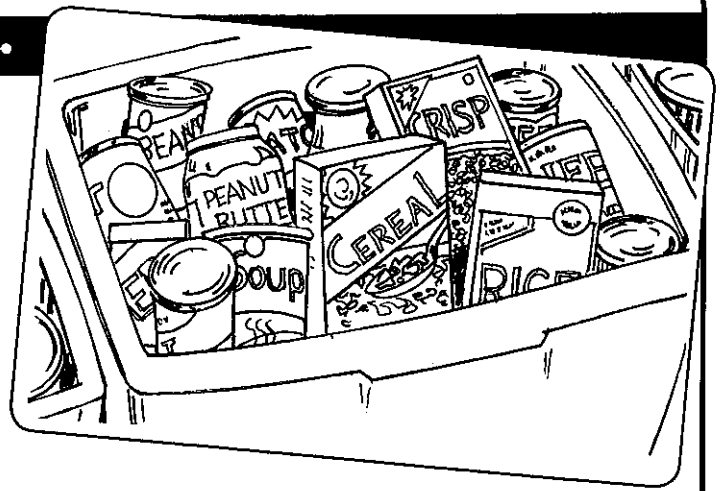
Later that day, Kara and her mother went to the store to buy invitations for the party. Kara was puzzled when she saw her mother pick up several cans of soup and add them to her basket.

"What's the soup for?" Kara asked.

"I'll show you on the way out," her mom said.

As they left the checkout line, Kara's mom handed her the bag of soup cans and pointed to a big box by the door. It had a sign on it that said "Food Pantry Donations."

"What's a food pantry?" Kara wondered. She set the soup in the box and followed her mom outside.



"It's a place that gives food to people who can't afford to buy it," her mother explained.

Kara tried to imagine what that would be like. "Who doesn't have enough money for food?" she asked as they got in the car.

"Well," her mom said, "Some people lose their jobs or are too sick to work. They spend all their money just paying the bills. Then they do not have any money left to buy food. Some people can only buy a little food. They go to the food pantry to get more. Then they can feed their whole family."

Kara thought the whole way home. How could she help feed a family? She wanted to give to the food pantry, but not just a few cans of soup. Her allowance wasn't very much. Kara wanted to bring a lot of food to the pantry.

Suddenly, she had the answer.

That night, Kara finished her party invitations. On each one, she wrote a note about what she wanted for a gift. Presents like this would help many people. Kara was more excited than ever for her party.

1. Pretend you are Kara. Write an invitation. Add what you think she wrote about presents.
2. Pretend you are shopping for the food pantry. Make a list of healthy foods you could get.
3. Write about a time when you decided to help someone else by giving. How did this make you feel?
4. Write about what Kara will say to her friends when she gets her gifts.

Reading Comprehension Questions

- 1 What do you think Kara will get for her birthday?**
 - a) teddy bears
 - b) stuffed monkeys
 - c) food for the food pantry
 - d) one can of soup
- 2 What color balloons does Kara want?**
 - a) blue and green
 - b) red and yellow
 - c) pink and purple
 - d) purple and gold
- 3 What is a food pantry?**
 - a) a place where people come to find jobs
 - b) a place that stores food that people don't have room for
 - c) a place people go to get food
 - d) a store where people buy food
- 4 What is the main idea of the story?**
 - a) Kara decides she wants to help others more than she wants to get presents.
 - b) Kara decides not to have a birthday party if she can't get presents.
 - c) Kara's mother wants her to donate her presents to a charity.
 - d) Kara feels bad for having a party.
- 5 Name a way that Kara can get the food "presents" to the food pantry.**

Good Judgment

"All right, campers," Mrs. Dietz said. "This morning, we are going to learn campfire safety."

John rolled his eyes. Everything at camp was about safety! They had a safety lesson for every activity the kids had done so far. Safe swimming. Safe hiking. Safe boating. John was sick of the word "safety." Wasn't camp supposed to be about having fun?

John acted as if he was listening to Mrs. Dietz. She was explaining how to start a campfire. Was it that hard to figure out? John wondered. He pretended to pay attention.

Just when he thought the safety lesson was over, Mrs. Dietz said, "Now, here is the safe way to put a fire out."

John yawned. "Everybody knows how to put a fire out," he grumbled. "You put water on it."

Finally, the lesson was over. Campers went in groups of two to the firepits. Adults were there to watch them start and put out a small fire.

John was waiting for his turn. He suddenly felt nervous. He tried to remember what Mrs. Dietz had told them about fires. "I should have paid more attention," he thought.

He looked around the campground. All the other campers looked like they knew what they were doing. It would be embarrassing if he didn't know how to do the job right.

The camper in front of John finished putting out the small fire she had built. John watched as the grown-up said, "Very good job, Amanda."

Now it was John's turn. He swallowed hard. He knew if he messed up, the adults would be there to put out the fire. Still, he knew that he should not try to start a fire without knowing what he was doing.

What if everyone laughs at me for needing another lesson? he thought. But being laughed at would be better than doing something he knew was unsafe.

"John," the grown-up said, "are you ready to start your campfire?"

John stood still for a moment. Then he shook his head.

"No," he said quietly. "I'm not ready."

"What do you mean?" the grown-up asked.

John hung his head. "I didn't pay attention at the safety lesson. I don't think I should try this until I learn the right way to do it." He wondered if he was in trouble. To his surprise, the grown-up smiled.

"That is a great thing to do," the man said. "You are very smart to admit that you need help. That was a good decision."

John smiled back. No one had laughed. No one was angry. Still, he was going to pay attention at every safety lesson from now on.



Writing Activities

1. Pretend you are John. Write a letter to your parents telling about the day's lesson.
2. Make a list of things that might have happened if John had tried to light a fire.
3. Write a list of safety lessons you might learn at camp.
4. Tell about a time you learned a valuable lesson about safety.

Reading Comprehension Questions

1 What does "nervous" mean?

- a) careless
- b) fearful or worried
- c) quiet
- d) tired and hungry

2 Did the other kids listen to the lesson? Why do you think so?

3 When Mrs. Dietz was explaining how to light a campfire, how did John feel about it?

- a) that it seemed hard
- b) that Mrs. Dietz didn't know the right way
- c) that it was easy
- d) that the other kids were poor listeners

4 Put the events in order:

- a) John admits that he didn't listen to the lesson.
- b) John goes to camp.
- c) There is a campfire safety lesson.
- d) John doesn't listen to the lesson.

5 Fire is hot. Is this a fact or an opinion?

- a) fact
- b) opinion

Honesty

Marcus chewed on his pencil. He looked around the classroom. Everyone else was busy writing the answers on their tests. They would probably get all the right answers, Marcus thought. He was terrible at math. He was terrible at tests.

I can't get another D, he said to himself. His parents would be disappointed. Marcus wanted to make them proud, and he had to admit that it would be nice to impress the other kids with a great grade, too.

The next day, Mr. Jessup handed the tests back. Marcus was relieved to see a C- at the top of his paper. He saw that Cole Peters was grinning at a big A+ on his test.

How had Cole gotten an A? Last year, Cole usually got Cs or Ds on math tests.

After class, Marcus talked to Cole. "Hey," he said. "I saw your grade. How did you manage to get an A?"

Cole whispered, "I had a little help."

"What do you mean?" Marcus asked.

"My sister had Mr. Jessup last year," Cole said. "She saved all her tests, and Mr. Jessup gives the same ones every year."

"You cheated?" Marcus couldn't believe his ears.

"Shhh!" Cole hissed. "Listen, if you want, I could give you some help on the next test. But you can't tell anyone. It's our little secret."



That night Marcus couldn't sleep. The next math test was in two weeks. A C- wasn't bad, but it would be fun to surprise his parents with an A.

By the following Friday, Marcus had made his decision. Cole slipped him a copy of his sister's old test, and Marcus memorized the answers over the weekend.

Before the test, Cole looked at Marcus and gave him a thumbs-up. Marcus felt sick. It was too late to change his mind—he already knew the answers, so he would be cheating no matter what. Marcus took a deep breath and began working the first problem.

When the bell rang, Cole waited at the door for him. Marcus ignored him and walked up to Mr. Jessup. Cole backed away from the door, and Marcus heard him running down the hall.

"I have something to tell you," Marcus said to his teacher.

1. Write the dialogue for the conversation that Marcus and Mr. Jessup will have.
2. Write about what Cole and Marcus might say to each other the next time they are together.
3. Write about a time when you were honest about being dishonest.
4. Write about a time when someone was dishonest to you.

Reading Comprehension Questions

- 1** What is one reason Marcus wanted to get a good grade on his math test?
 - a) so the kids would stop teasing him
 - b) to make his parents proud
 - c) to make Mr. Jessup proud
 - d) to get a better grade than Cole
- 2** Marcus is relieved to get a C-. What does that mean?
 - a) He wished he did better.
 - b) He thought Mr. Jessup marked it wrong.
 - c) He knew Cole did better than him.
 - d) He was glad he didn't do worse.
- 3** Did Marcus get a C- on his first test or second test?
 - a) first test
 - b) second test
- 4** Why do you think Cole runs away?
 - a) He doesn't like Marcus.
 - b) He doesn't want to get caught cheating.
 - c) He sees his sister.
 - d) He has to get to gym class.
- 5** Is cheating against the rules in Mr. Jessup's class? How do you know?

Loyalty

The slumber party was as much fun as Jenna had hoped it would be.

At first, when she found out her best friend, Maddy, wasn't going, Jenna was worried. The other girls were sometimes mean—they liked to gossip and tell secrets about other kids. So far, they weren't acting like that. Jenna was enjoying herself even without Maddy.

"Let's play 'Guess the Secret,'" Taylor suggested. Jenna's heart sank. This didn't sound like a game she wanted to play.

The other girls yelled with excitement.

"Okay," Taylor said. "Jenna, here are the rules. You have to think of a secret about someone who's not in the room. You tell us who you're thinking about, and we have to guess the secret. You give us clues until we run out of guesses."

Jenna gulped.

"Let's see ... Maddy's not here," Taylor said. "So think of a secret about her."

Well, that wasn't hard to do. Jenna and Maddy were best friends—they knew lots of secrets about each other.

"Okay," Jenna said.

As the other girls made their guesses, Jenna began to enjoy giving them more clues. Maddy's secret wasn't that bad. If the girls guessed right, Jenna hoped they would forget by Monday.

Finally, Taylor guessed right. Jenna gulped again. Should she admit that

Taylor had guessed the secret? Jenna didn't want to lie, but she didn't want to tell Maddy's secret.



Finally, Jenna said, "Nope. You guessed wrong, Taylor." The girls were out of guesses. They moved on to the next secret. Jenna had trouble concentrating. Somehow, she wasn't having fun anymore.

On Monday, Jenna and Maddy didn't see each other until lunch. Maddy marched up to the table. Jenna saw that she looked upset.

"Did you tell my secret?" Maddy asked. "The other girls said they tried to guess something about me. They said you gave them clues."

"I didn't tell," Jenna said. She felt like crying. Why had she even played along with the other girls?

"But you used my secret for the game. You gave them clues to help them guess," Maddy said. "I wouldn't have done that to you."

Maddy walked off and sat with some other girls. Jenna looked down at the table. She hadn't really told the secret, but she felt terrible anyway. She wondered what she could do to make it up to Maddy. She hoped she hadn't lost her best friend over a stupid game.

Writing Activities

1. Finish the story by writing a conversation Maddy and Jenna might have after school.
2. Make a list of ways Jenna might show Maddy how sorry she is.
3. Pretend you are Jenna. Write a letter to Maddy to tell her how you feel.
4. Pretend you are Maddy. Write a letter to Jenna to tell her how you feel.

Reading Comprehension Questions

1 What does the word “admit” mean in this story?

- a) to tell someone you did something
- b) to let someone in the door

2 How do you play “Guess the Secret”?

3 True or false? Taylor guesses Maddy’s secret.

- a) true
- b) false

4 Why did Jenna feel bad when she talked to Maddy?

- a) Maddy wanted to be best friends with Taylor.
- b) The other girls didn’t like her anymore.
- c) She felt like Maddy was upset over nothing.
- d) She felt she had been disloyal by giving clues about Maddy’s secret.

5 How does Jenna feel when the girls decide to play “Guess the Secret”?

- a) uncomfortable
- b) excited
- c) angry
- d) sad