

Grade 5

Assignment Bundle

Name: _____ Class: _____

What Do Fish Have to Do with Anything?

By Avi
1994

Edward Irving Wortis, best known by his pen name Avi, is an American author of young adult and children's literature. In this short story, a boy hopes to learn the cure for unhappiness from a beggar. As you read, take notes on how Willie responds to the beggar.

- [1] Every day at three o'clock Mrs. Markham waited for her son, Willie, to come out of school. They walked home together. If they asked why she did it, Mrs. Markham would say, "Parents need to watch their children."

As they left the schoolyard, Mrs. Markham inevitably¹ asked, "How was school?"

Willie would begin to talk, then stop. He was never sure his mother was listening. She seemed preoccupied² with her own thoughts. She had been like that ever since his dad had abandoned them six months ago. No one knew where he'd gone. Willie had the feeling that his mother was lost too. It made him feel lonely. One Monday afternoon, as they approached the apartment building where they lived, she suddenly tugged at him. "Don't look that way," she said.



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"Where?"

- [5] "At that man over there."

Willie stole a look over his shoulder. A man, whom Willie had never seen before, was sitting on a red plastic milk crate near the curb. His matted,³ streaky gray hair hung like a ragged curtain over his dirty face. His shoes were torn. Rough hands lay upon his knees. One hand was palm up. No one seemed to pay him any mind. Willie was certain he had never seen a man so utterly alone. It was as if he were some spat-out piece of chewing gum on the pavement.

"What's the matter with him?" Willie asked his mother in a hushed voice.

Keeping her eyes straight ahead, Mrs. Markham said, "He's sick." She pulled Willie around. "Don't stare. It's rude."

1. **Inevitable (adjective):** certain to happen; unavoidable
2. **Preoccupy (verb):** to be lost in thought
3. tangled into a thick mass

"What kind of sick?"

[10] As Mrs. Markham searched for an answer, she began to walk faster. "He's unhappy," she said.

"What's he doing?"

"Come on, Willie, you know perfectly well. He's begging."

"Do you think anyone gave him anything?"

"I don't know. Now, come on, don't look."

[15] "Why don't you give him anything?"

"We don't have anything to spare."

When they got home, Mrs. Markham removed a white cardboard box from the refrigerator. It contained pound cake. Using her thumb as a measure, she carefully cut a half-inch piece of cake and gave it to Willie on a clean plate. The plate lay on a plastic mat decorated with images of roses with diamondlike dewdrops. She also gave him a glass of milk and a folded napkin. She moved slowly.

Willie said, "Can I have a bigger piece of cake?"

Mrs. Markham picked up the cake box and ran a manicured pink fingernail along the nutrition information panel. "A half-inch piece is a portion, and a portion contains the following health requirements. Do you want to hear them?"

[20] "No."

"It's on the box, so you can believe what it says. Scientists study people, then write these things. If you're smart enough you could become a scientist. Like this." Mrs. Markham tapped the box. "It pays well."

Willie ate his cake and drank the milk. When he was done he took care to wipe the crumbs off his face as well as to blot his milk mustache with the napkin. His mother liked him to be neat.

His mother said, "Now go on and do your homework. Carefully. You're in sixth grade. It's important."

Willie gathered up his books that lay on the empty third chair. At the kitchen entrance he paused and looked back at his mother. She was staring sadly at the cake box, but he didn't think she was seeing it. Her unhappiness made him think of the man on the street.

[25] "What *kind* of unhappiness do you think he has?" he suddenly asked.

"Who's that?"

"That man."

Mrs. Markham looked puzzled.

"The begging man. The one on the street."

- [30] "Oh, could be anything," his mother said, vaguely. "A person can be unhappy for many reasons." She turned to stare out the window, as if an answer might be there.

"Is unhappiness a sickness you can cure?"

"I wish you wouldn't ask such questions."

"Why?"

After a moment she said, "Questions that have no answers shouldn't be asked."

- [35] "Can I go out?"

"Homework first."

Willie turned to go again.

"Money," Mrs. Markham suddenly said. "Money will cure a lot of unhappiness. That's why that man was begging. A salesman once said to me, 'Maybe you can't buy happiness, but you can rent a lot of it,' You should remember that."

"How much money do we have?"

- [40] "Not enough."

"Is that why you're unhappy?"

"Willie, do your homework."

Willie started to ask another question, but decided he would not get an answer. He left the kitchen.

The apartment had three rooms. The walls were painted mint green. Willie walked down the hallway to his room, which was at the front of the building. By climbing up on the windowsill and pressing against the glass he could see the sidewalk five stories below. The man was still there.

- [45] It was almost five when he went to tell his mother he has finished his school assignments. He found her in her dim bedroom, sleeping. Since she had begun working the night shift at a convenience store — two weeks now — she took naps in the late afternoon.

For a while Willie stood on the threshold, hoping his mother would wake up. When she didn't, he went to the front of the room and looked down on the street again. The begging man had not moved.

Willie returned to his mother's room.

"I'm going out," he announced — softly.

Willie waited a decent interval⁴ for his mother to waken. When she did not, he made sure his keys were in his pocket. Then he left the apartment.

- [50] By standing just outside the building door, he could keep his eyes on the man. It appeared as if he had still not moved. Willie wondered how anyone could go without moving so long in the chill October air. Was staying still part of the man's sickness?

During the twenty minutes that Willie watched, no one who passed looked in the beggar's direction. Willie wondered if they even saw the man. Certainly no one put any money into his open hand.

A lady leading a dog by a leash went by. The dog strained in the direction of the man sitting on the crate. His tail wagged. The lady pulled the dog away. "Heel!"⁵ she commanded.

The dog — tail between his legs — scampered to the lady's side. Even so, the dog twisted around to look back at the beggar.

Willie grinned. The dog had done exactly what Willie had done when his mother told him not to stare.

- [55] Pressing deep into his pocket, Willie found a nickel. It was warm and slippery. He wondered how much happiness you could rent for a nickel.

Squeezing the nickel between his fingers, Willie walked slowly toward the man. When he came before him, he stopped, suddenly nervous. The man, who appeared to be looking at the ground, did not move his eyes. He smelled bad.

"Here." Willie stretched forward and dropped the coin into the man's open right hand.

"God bless you," the man said hoarsely⁶ as he folded his fingers over the coin. His eyes, like high beams on a car, flashed up at Willie, then dropped.

Willie waited for a moment, then went back up to his room. From his window he looked down on the street. He thought he saw the coin in the man's hand, but was not sure.

- [60] After supper Mrs. Markham readied herself to go to work, then kissed Willie good night. As she did every night, she said "If you have regular problems, call Mrs. Murphy downstairs. What's her number?"

"274-8676," Willie said.

"Extra bad problems, call Grandma."

"369-6754."

"Super special problems, you can call me."

4. **Interval (noun):** a space of time

5. a command used for dogs to keep them close to their owner

6. **Hoarse (adjective):** sounding rough and harsh

[65] "962-6743."

"Emergency, the police."

"911."

"Lay out your morning clothing."

"I will."

[70] "Don't let anyone in the door."

"I won't."

"No television past nine."

"I know."

"But you can read late."

[75] "You're the one who's going to be late," Willie reminded her.

"I'm leaving," Mrs. Markham said.

After she went, Willie stood for a long while in the hallway. The empty apartment felt like a cave that lay deep below the earth. That day in school Willie's teacher had told the class about a kind of fish that lived in caves. These fish could not see. They had no eyes. The teacher had said it was living in the dark cave that made them like that.

Willie had raised his hand and asked, "If they want to get out of the cave, can they?"

"I suppose."

[80] "Would their eyes come back?"

"Good question," she said, but did not give an answer.

Before he went to bed, Willie took another look out the window. In the pool of light cast by the street lamp, Willie saw the man.

On Tuesday morning when Willie went to school, the man was gone. But when he came home from school with his mother, he was there again.

"*Please* don't look at him," his mother whispered with some urgency.

[85] During his snack, Willie said, "Why shouldn't I look?"

"What are you talking about?"

"That man. On the street. Begging."

"I told you. He's sick. It's better to act as if you never saw him. When people are that way they don't wish to be looked at."

"Why not?"

[90] Mrs. Markham pondered for a little while. "People are ashamed of being unhappy."

Willie looked thoughtfully at his mother. "Are you sure he's unhappy?"

"You don't have to ask if people are unhappy. They tell you all the time."

"How?"

"The way they look."

[95] "Is that part of the sickness?"

"Oh, Willie, I don't know. It's just the way they are."

Willie contemplated⁷ the half-inch slice of cake his mother had just given him. A year ago his parents seemed to be perfectly happy. For Willie, the world seemed easy, full of light. Then his father lost his job. He tried to get another but could not. For long hours he sat in dark rooms. Sometimes he drank. His parents began to argue a lot. One day, his father was gone.

For two weeks his mother kept to the dark. And wept.

Willie looked at his mother. "You're unhappy," he said. "Are *you* ashamed?"

[100] Mrs. Markham sighed and closed her eyes. "I wish you wouldn't talk like that."

"Why?"

"It hurts me."

"But are you ashamed?" Willie persisted. He felt it was urgent that he know. So that he could do something.

She only shook her head.

[105] Willie said, "Do you think Dad might come back?"

She hesitated before saying, "Yes, I think so."

Willie wondered if that was what she really thought.

7. **Contemplate (verb):** to think about

"Do you think Dad is unhappy?" Willie asked.

"Where do you get such questions?"

[110] "They're in my mind."

"There's much in the mind that need not be paid attention to."

"Fish who live in caves have no eyes."

"What are you talking about?"

"My teacher said it's all that darkness. The fish forget how to see. So they lose their eyes."

[115] "I doubt she said that."

"She did."

"Willie, you have too much imagination."

After his mother went to work, Willie gazed down onto the street. The man was there. Willie thought of going down, but he knew he was not supposed to leave the building when his mother worked at night. He decided to speak to the man the next day.

That afternoon — Wednesday — Willie stood before the man. "I don't have any money," Willie said.

"Can I still talk to you?"

[120] The man lifted his face. It was a dirty face with very tired eyes. He needed a shave.

"My mother," Willie began, "said you were unhappy. Is that true?"

"Could be," the man said.

"What are you unhappy about?"

The man's eyes narrowed as he studied Willie intently. He said, "How come you want to know?"

[125] Willie shrugged.

"I think you should go home, kid."

"I am home." Willie gestured toward the apartment. "I live right here. Fifth floor. Where do you live?"

"Around."

"Are you unhappy?" Willie persisted.

[130] The man ran a tongue over his lips. His Adam's apple⁸ bobbed. "A man has the right to remain silent," he said, and closed his eyes.

Willie remained standing on the pavement for a while before retreating back to his apartment. Once inside he looked down from the window. The man was still there. For a moment Willie was certain the man was looking at the apartment building and the floor where Willie lived.

The next day — Thursday — after dropping a nickel in the man's palm — Willie said, "I've never seen anyone look so unhappy as you do. So I figure you must know a lot about it."

The man took a deep breath. "Well, yeah, maybe."

Willie said, "And I need to find a cure for it."

[135] "A *what*?"

"A cure for unhappiness."

The man pursed⁹ his cracked lips and blew a silent whistle. Then he said, "Why?"

"My mother is unhappy."

"Why's that?"

[140] "My dad went away."

"How come?"

"I think because he was unhappy. Now my mother's unhappy too — all the time. So if I found a cure for unhappiness, it would be a good thing, wouldn't it?"

"I suppose. Hey, you don't have anything to eat on you, do you?"

Willie shook his head, then said, "Would you like some cake?"

[145] "What kind?"

"I don't know. Cake."

"Depends on the cake."

On Friday Willie said to the man, "I found out what kind of cake it is."

"Yeah?"

8. An Adam's apple is the lump that sticks out in the front of a person's neck that is usually larger in men than in women, and that moves when a person talks or swallows.

9. to pucker one's lips

[150] "Pound cake. But I don't know why it's called that."

"Long as it's cake it probably don't matter."

Neither spoke. Then Willie said, "In school my teacher said there are fish who live in caves and the caves are so dark the fish don't have eyes. What do you think? Do you believe that?"

"Sure."

"You do? How come?"

[155] "Because you said so."

"You mean, just because someone *said* it you believe it?"

"Not someone. You."

Willie was puzzled. "But, well, maybe it *isn't* true."

The man grunted. "Hey, do you believe it?"

[160] Willie nodded.

"Well, you're not just anyone. You got eyes. You see. You ain't no fish."

"Oh."

Willie was pleased.

"What's your name?" the man asked.

[165] "Willie."

"That's a boy's name. What's your grown-up name?"

"William."

"And that means another thing."

"What?"

[170] "I'll take some of that cake."

Willie started. "You will?" he asked, surprised.

"Just said it, didn't I?"

Willie suddenly felt excited. It was as if the man had given him a gift. Willie wasn't sure what it was except that it was important and that he was glad to have it. For a moment he just gazed at the man. He saw the lines on the man's face, the way his lips curved, the small scar on the side of his chin, the shape of his eyes, which he now saw were blue.

"I'll get the cake," Willie cried and ran back to the apartment. He snatched the box from the refrigerator as well as a knife, then hurried back down to the street. "I'll cut you a piece," he said, and he opened the box.

[175] "Hey, that don't look like a pound of cake," the man said.

Willie, alarmed, looked up.

"But like I told you, it don't matter."

Willie held his thumb against the cake to make sure the portion was the right size. With a poke of the knife he made a small mark for the proper width.

Just as he was about to cut, the man said, "Hold it!"

[180] Willie looked up. "What?"

"What were you doing there with your thumb?"

"I was measuring the size. The right portion. A person is supposed to get only one portion."

"Where'd you learn that?"

"It says so on the box. You can see for yourself." He held out the box.

[185] The man studied the box then handed it back to Willie. "That's just lies," he said.

"How do you know?"

"William, how can a box say how much a person needs?"

"But it does. The scientists say so. They measured, so they know. Then they put it there."

"Lies," the man repeated.

[190] Willie began to feel that this man knew many things.

"Well, then, how much should I cut?" he asked.

The man said, "You have to look at me, then at the cake, and then you're going to have to decide for yourself."

"Oh."

Willie looked at the cake. The piece was about three inches wide. Willie looked up at the man. After a moment he cut the cake into two pieces, each an inch and a half wide. He gave one piece to the man and kept the other in the box.

[195] "God bless you," the man said as he took the piece and laid it in his left hand. He began to break off pieces with his right hand and put them in his mouth one by one. Each piece was chewed thoughtfully. Willie watched him eat.

When the man was done, he licked the crumbs on his fingers.

"Now I'll give you something," the man said.

"What?" Willie said, surprised.

"The cure for unhappiness."

[200] "You know it?" Willie asked, eyes wide.

The man nodded.

"What is it?"

"It's this. What a person needs is always more than they say."

"Who's *they*?" Willie asked.

[205] The man pointed to the cake box. "The people on the box," he said.

In his mind Willie repeated what he had been told, then he gave the man the second piece of cake.

The man took it, saying, "Good man," and he ate it.

Willie grinned.

The next day was Saturday. Willie did not go to school. All morning he kept looking down from his window for the man, but it was raining and he did not appear. Willie wondered where he was, but could not imagine it.

[210] Willie's mother awoke about noon. Willie sat with her while she ate her breakfast. "I found the cure for unhappiness," he announced.

"Did you?" his mother said. She was reading a memo¹⁰ from the convenience store's owner.

"It's 'What a person needs is always more than they say.'" His mother put her papers down.

"That's nonsense. Where did you hear that?"

10. a written message, especially in business

"That man."

[215] "What man?"

"On the street. The one who was begging. You said he was unhappy. So I asked him."

"Willie, I told you I didn't want you to even look at that man."

"He's a nice man...."

"How do you know?"

[220] "I've talked to him."

"When? How much?"

Willie shrank down. "I did, that's all."

"Willie, I forbid you to talk to him. Do you understand me? Do you? Answer me!" She was shrill.¹¹

"Yes," Willie said, but he'd already decided he would talk to the man one more time. He needed to explain why he could not talk to him anymore.

[225] On Sunday, however, the man was not there. Nor was he there on Monday.

"That man is gone," Willie said to his mother as they walked home from school.

"I saw. I'm not blind."

"Where do you think he went?"

"I couldn't care less. But you might as well know, I arranged for him to be gone."

[230] Willie stopped short. "What do you mean?"

"I called the police. We don't need a nuisance¹² like that around here. Pestering¹³ kids."

"He wasn't pestering me."

"Of course he was."

"How do you know?"

[235] "Willie, I have eyes. I can see."

11. **Shrill** (*adjective*): high-pitched and piercing

12. **Nuisance** (*noun*): a person, thing, or event causing an inconvenience or annoyance

13. **Pester** (*verb*): to trouble or annoy someone with frequent requests or interruptions

Willie glared at his mother. "No, you can't. You're a fish. You live in a cave."

"Fish?" retorted Mrs. Markham. "What do fish have to do with anything? Willie, don't talk nonsense."

"My name isn't Willie. It's William. And I know how to keep from being unhappy. I do!" He was yelling now. "What a person needs is always more than what they say! *Always!*"

He turned on his heel and walked back toward the school. At the corner he glanced back. His mother was following. He kept going. She kept following.

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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 describes a theme of the short story?
 - A. After ignoring others' suffering for so long, people eventually stop seeing it.
 - B. People don't want to sacrifice their comforts to help someone else.
 - C. Once people are unhappy, it's difficult for them to achieve happiness again.
 - D. Money can provide people with the foundation for happiness.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "‘Money,’ Mrs. Markham suddenly said. ‘Money will cure a lot of unhappiness. That’s why that man was begging.’" (Paragraph 38)
 - B. "During the twenty minutes that Willie watched, no one who passed looked in the beggar’s direction. Willie wondered if they even saw the man." (Paragraph 51)
 - C. "For long hours he sat in dark rooms. Sometimes he drank. His parents began to argue a lot. One day, his father was gone." (Paragraph 97)
 - D. "The man said, ‘You have to look at me, then at the cake, and then you’re going to have to decide for yourself.’" (Paragraph 192)

3. PART A: Which of the following describes the main difference in how Willie and his mother treat the beggar?
 - A. Willie wants to know more about the man’s unhappiness, while his mother doesn’t want Willie to have anything to do with the man.
 - B. Willie wants to talk to the man, while his mother wishes to give the man money or food to survive.
 - C. Willie wants to help cure the man’s unhappiness, while his mother believes the man should see a doctor to get help.
 - D. Willie wants to give the man more cake, while his mother doesn’t think there is enough for the two of them.

4. PART B: Which TWO quotes from the text best support the answer to Part A?
 - A. "No one seemed to pay him any mind. Willie was certain he had never seen a man so utterly alone." (Paragraph 6)
 - B. "‘A person can be unhappy for many reasons.’ She turned to stare out the window, as if an answer might be there." (Paragraph 30)
 - C. "‘Money,’ Mrs. Markham suddenly said. ‘Money will cure a lot of unhappiness. That’s why that man was begging.’" (Paragraph 38)
 - D. "Willie said, ‘I’ve never seen anyone look so unhappy as you do. So I figure you must know a lot about it.’" (Paragraph 132)
 - E. "After a moment he cut the cake into two pieces, each an inch and a half wide. He gave one piece to the man and kept the other in the box." (Paragraph 194)
 - F. "‘Willie, I forbid you to talk to him. Do you understand me? Do you? Answer me!’ She was shrill." (Paragraph 223)

5. What does the description of the man as “some spat-out piece of chewing gum on the pavement” from paragraph 6 suggest about the man?
- A. The man is disregarded by others.
 - B. The man used to be more than what he is now.
 - C. The man’s appearance is unkempt and dirty.
 - D. The man takes up very little space.
6. “My name isn’t Willie. It’s William” (Paragraph 239). What does the quoted sentence contribute to the overall structure of the story?
- A. It describes the confusion Willie faces as he realizes that his family will never be the same.
 - B. It explains why Willie wants his mother to call him William now that his father is gone.
 - C. It suggests that Willie knows he is growing up, but his mother is blind to it.
 - D. It supports why Willie wants to live on the streets rather than live with his mother.
7. How does the information about the fish in the cave becoming blind contribute to the development of the short story’s theme?

Discussion Questions

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

1. In the text, Willie's mother emphasizes the importance of money. Why does Willie's mother believe that money is the key to curing unhappiness? Do you think the cure to unhappiness is the same as being able to achieve true happiness? Why or why not? How important do you think money is to achieving happiness? Cite evidence from this text, your own experiences, and other literature, art, or history in your answer.
2. In the text, Willie wants to learn the cure for unhappiness. Which course of action do you think is most likely to lead to happiness? Do you think achieving happiness means the same thing to different people? Why or why not? Cite evidence from this text, your own experiences, and other literature, art, or history in your answer.
3. In the text, the beggar claims that not all people need the same amount of something. How do you feel about the beggar's claim? In your opinion, what is fair? Do you think it's fair that some people receive more than others if they need it? Why or why not? Cite evidence from this text, your own experiences, and other literature, art, or history in your answer.

Name: _____ Class: _____

At The Head of Her Class, and Homeless

By NPR Staff
2014

In June 2014, NPR published this story about Rashema Melson. At the time, Melson was a homeless high school senior at Anacostia High School in Washington, D.C. She is now a student at Georgetown University. As you read, identify what obstacles Nelson faced and how she overcame them.

- [1] On Wednesday, Rashema Melson will graduate at the top of her class as the valedictorian of Anacostia High School in Washington, D.C. She's headed to Georgetown University this fall on a full scholarship. Melson has excelled at her homework — but for the past six years, she hasn't had a home to do that work in. She currently lives in the D.C. General Homeless Shelter along with her mother and two brothers. The shelter houses up to 300 adults and 500 children and has come under scrutiny for its poor conditions.



["Sleeping #4"](#) by Devin Smith is licensed under CC BY 2.0.

Melson, 18, tells NPR's Audie Cornish that after school, a typical night involves reluctantly heading back to the shelter around 9:30 p.m.

"I try to stay out as late as possible," she says. "I wouldn't say it's my favorite place."

Among the many frustrations of shelter life are long security checks and noise. Because of the second, she would often wake up in the middle of the night just to do her homework in peace. Melson says she didn't keep her homelessness a secret from classmates — but didn't offer up the information either.

- [5] "I don't like sharing with kids because they start to pity you or they start to look at you in a different way," she says. "And I feel like, 'Hey, I'm just like the rest of you. I come in to get an education.'"

Even Melson isn't sure how she's managed to successfully juggle school (a 4.0 GPA), athletics (cross-country, track, volleyball) and homelessness. "I just know when I have a goal, I try not to let anything get in the way," she says.

That goal, even before becoming homeless, has been to graduate from medical school and become a forensic pathologist.¹ She says her father's murder when she was a baby inspired her to pursue the career.

But it's never been easy.

1. A forensic pathologist is a person that determines the cause of a person's death by examining their corpse.

"Along the way, we stumbled and we started struggling as a family," she says.

- [10] When those struggles began, she considered quitting sports and getting a job. But her coaches and teachers convinced her otherwise.

"They were just like, 'Don't worry, you're doing the best you can — keep it up, just do what you have to do,'" she says. "They were always there for me. They took a lot of stress from my mind."

But she says she still worries about what will happen to her family after she heads off to college in the fall, even if the campus is just a few miles away. She's hopeful her younger brother, who's 14 years old and a talented athlete, will continue to find a haven in sports.

In the meantime, she has advice for other homeless kids: Don't let your situation define you.

"I would just say keep your head up because you never know what's going to happen," she says. "You just have to have hope and faith and don't let it change who you are. Don't become ashamed and don't be embarrassed. And just know who you are inside. Just because you live in a shelter — that's not who you are, that's just where you reside at for the moment."

- [15] She says it's the best advice she can give; it's what she tells herself.

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Text-Dependent Questions

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

1. Which of the following best identifies the central idea of the article? [RI.2]
 - A. A homeless high school student is motivated to help support her fellow students get scholarships for college.
 - B. The best way to succeed in school is to study hard in and out of the classroom.
 - C. Scholarships should be given to homeless high school students who excel both in and out of the classroom.
 - D. A high school student perseveres through the difficulties of homelessness and is awarded a full college scholarship.

2. Part A: What does the word “reluctantly” most closely mean as it is used in paragraph 2? [RI.4]
 - A. unenthusiastically
 - B. patiently
 - C. surprisingly
 - D. angrily

3. PART B: Which of the following phrases from the text best supports the answer to Part A? [RI.1]
 - A. “The shelter houses up to 300 adults and 500 children” (Paragraph 2)
 - B. “I wouldn’t say it’s my favorite place.” (Paragraph 3)
 - C. “she would often wake up in the middle of the night” (Paragraph 4)
 - D. “Melson says she didn’t keep her homelessness a secret from classmates” (Paragraph 4)

4. Which statement best describes Rashema Melson’s plans for college? [RI.3]
 - A. Melson wishes that she could go to college, but she is instead planning on staying at home to support her family.
 - B. Melson is attending a college that is far from home because she wants to try to forget about her rough childhood.
 - C. Melson wants to go to college so that she can start a homeless shelter that is more helpful than the one where she lived.
 - D. Melson is attending college with a scholarship and already has plans about what to do after graduating.

5. How does paragraph 14 contribute to the development of ideas in the article? [RI.5]

Discussion Questions

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

1. In your opinion, what is the primary reason Rahema succeeded? Cite evidence in your answer.
2. Do you believe that our culture tends to expect more or less of people who are experiencing hardships? Why?
3. According to the National Alliance to End Homelessness, in January 2014, there were 578,424 people experiencing homelessness on any given night in America. Pretend you are a consultant to the National Alliance to End Homelessness. What is your proposal to reduce these numbers?
4. Why do you think Rashema was so driven to excel in school? In general, what is the goal of education? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Selecting Books for Your Child: Finding 'Just Right' Books

By: Kathleen Rogers

How can parents help their children find books that are not "too hard" and not "too easy" but instead are "just right"? Here's some advice.

Five finger rule

1. Choose a book that you think you will enjoy.
2. Read the second page.
3. Hold up a finger for each word you are not sure of, or do not know.
4. If there are five or more words you did not know, you should choose an easier book.
5. Still think it may not be too difficult? Use the five finger rule on two more pages.

Choose a book that is a good fit for you!

Read two or three pages and ask yourself these questions:

Will it be an easy, fun book to read?

- Do I understand what I am reading?
- Do I know almost every word?
- When I read it aloud, can I read it smoothly?
- Do I think the topic will interest me?

If most of your answers were "yes", this will be an easy book to read independently by yourself.

Will this book be too hard for me?

- Are there five or more words on a page that I don't know, or am unsure of?
- Is this book confusing and hard to understand by myself?
- When I read it aloud, does it sound choppy and slow?

If most of your answers were "yes," this book is too hard. You should wait awhile before you read this book. Give the book another try later, or ask an adult to read the book to you.

Tips on reading with your child

- When they can't read the word, say...
- Can you sound it out?
- Fingertap it.
- Can you think of the word or movement that helps you remember that vowel sound?
- What is the first and last sound? What word would make sense?
- Does it have a pattern that you have seen in other words? (ex-an, ack)
- How does the word begin?
- You said _____. Does that make sense?
- What word would make sense that would start with these sounds?
- Put your finger under the word as you say it.

When they want to read a book that is too hard, say...

- Let's read it together.
- This is a book you will enjoy more if you save it until you are older — or later in the year.
- [Be honest!] When people read books that are too hard for them, they often skip important parts. You will have more fun with this book if you wait until you can read it easily.

HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!

A student who reads

20:00

minutes per day

will be exposed to
1.8 MILLION
words per year
and scores in
90th PERCENTILE
on standardized tests

A student who reads

5:00

minutes per day

will be exposed to
282,000
words per year
and scores in
50th PERCENTILE
on standardized tests

A student who reads

1:00

minute per day

will be exposed to
8,000
words per year
and scores in
10th PERCENTILE
on standardized tests

Source: Nagy, Anderson and Herman, 1987

Home Reading Log

Student Information

Student Name		Grade Level	
School Name		Teacher	

Log

[illegible]

Explore Dividing Multi-Digit Numbers

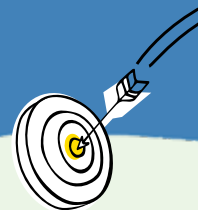
You already know how to divide a multi-digit number by a one-digit divisor. Now you will learn how to divide with two-digit divisors. Use what you know to try to solve the problem below.

There are 92 fifth graders at Wilson Middle School and 23 students in each fifth-grade classroom. How many fifth-grade classrooms are there at Wilson Middle School?

Learning Target

- Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

SMP 1, 2, 3, 4, 5, 6, 7, 8



TRY IT



Math Toolkit

- base-ten blocks
- base-ten grid paper
- grid paper
- index cards
- multiplication models



DISCUSS IT

Ask your partner: Can you explain that again?

Tell your partner: I started by ...

CONNECT IT

1 LOOK BACK

What is $92 \div 23$? Explain your reasoning.

2 LOOK AHEAD

Multiplication and division are called **inverse operations** because they “undo” each other. For example, the related multiplication and division equations $5 \times 7 = 35$ and $35 \div 5 = 7$ show that if you multiply a number by 5 and then divide the result by 5, you end up with the number you started with.

Think about the related equations $264 \div 12 = ?$ and $12 \times ? = 264$.

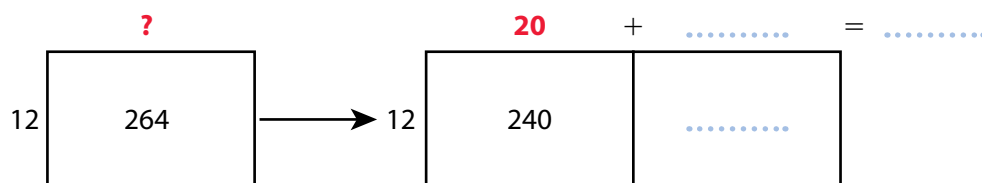
You can use the related multiplication equation to help you divide.

a. Start by listing products of the divisor, 12, and **multiples of 10**.

Multiple of 10	10	20	30	40	50
$12 \times \text{Multiple of 10}$	120				

b. Which row of the table above is related to the dividend in $264 \div 12$? How could you use the table above to estimate the quotient $264 \div 12$?

c. Start with $12 \times \text{a multiple of 10}$ to divide 264 by 12 using an area model. Complete the missing numbers.



3 REFLECT

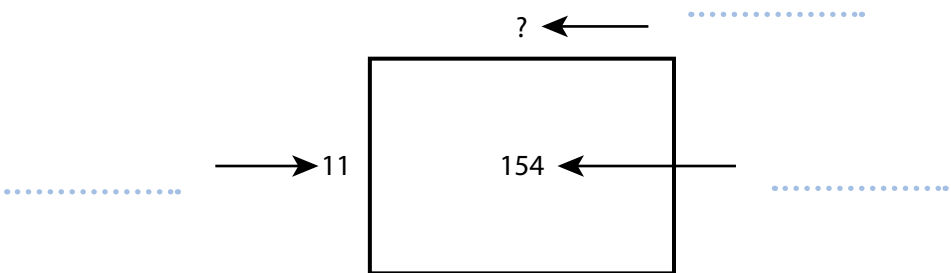
How can you use the inverse relationship between multiplication and division to check your answer to $264 \div 12$?

Prepare for Dividing Multi-Digit Numbers

- 1 Think about what you know about division. Fill in each box. Use words, numbers, and pictures. Show as many ideas as you can.

Word	In My Own Words	Example
dividend		
divisor		
quotient		

- 2 Label the *dividend*, *divisor*, and *quotient* of the division equation shown by the area model. Then write the division equation.



- 3 Solve the problem. Show your work.

There are 95 students on a field trip and 19 students on each bus. How many buses of students are there on the field trip?



Solution

- 4 Check your answer. Show your work.

A

Correct _____

Multiply.

1	$2 \times 10 =$		23	$33 \times 20 =$	
2	$12 \times 10 =$		24	$33 \times 200 =$	
3	$12 \times 100 =$		25	$24 \times 10 =$	
4	$4 \times 10 =$		26	$24 \times 20 =$	
5	$34 \times 10 =$		27	$24 \times 100 =$	
6	$34 \times 100 =$		28	$24 \times 200 =$	
7	$7 \times 10 =$		29	$23 \times 30 =$	
8	$27 \times 10 =$		30	$23 \times 300 =$	
9	$27 \times 100 =$		31	$71 \times 2 =$	
10	$3 \times 10 =$		32	$71 \times 20 =$	
11	$3 \times 2 =$		33	$14 \times 2 =$	
12	$3 \times 20 =$		34	$14 \times 3 =$	
13	$13 \times 10 =$		35	$14 \times 30 =$	
14	$13 \times 2 =$		36	$14 \times 300 =$	
15	$13 \times 20 =$		37	$82 \times 20 =$	
16	$13 \times 100 =$		38	$15 \times 300 =$	
17	$13 \times 200 =$		39	$71 \times 600 =$	
18	$2 \times 4 =$		40	$18 \times 40 =$	
19	$22 \times 4 =$		41	$75 \times 30 =$	
20	$22 \times 40 =$		42	$84 \times 300 =$	
21	$22 \times 400 =$		43	$87 \times 60 =$	
22	$33 \times 2 =$		44	$79 \times 800 =$	

B

Improvement _____ # Correct _____

Multiply.

1	$3 \times 10 =$		23	$44 \times 20 =$	
2	$13 \times 10 =$		24	$44 \times 200 =$	
3	$13 \times 100 =$		25	$42 \times 10 =$	
4	$5 \times 10 =$		26	$42 \times 20 =$	
5	$35 \times 10 =$		27	$42 \times 100 =$	
6	$35 \times 100 =$		28	$42 \times 200 =$	
7	$8 \times 10 =$		29	$32 \times 30 =$	
8	$28 \times 10 =$		30	$32 \times 300 =$	
9	$28 \times 100 =$		31	$81 \times 2 =$	
10	$4 \times 10 =$		32	$81 \times 20 =$	
11	$4 \times 2 =$		33	$13 \times 3 =$	
12	$4 \times 20 =$		34	$13 \times 4 =$	
13	$14 \times 10 =$		35	$13 \times 40 =$	
14	$14 \times 2 =$		36	$13 \times 400 =$	
15	$14 \times 20 =$		37	$72 \times 30 =$	
16	$14 \times 100 =$		38	$15 \times 300 =$	
17	$14 \times 200 =$		39	$81 \times 600 =$	
18	$2 \times 3 =$		40	$16 \times 40 =$	
19	$22 \times 3 =$		41	$65 \times 30 =$	
20	$22 \times 30 =$		42	$48 \times 300 =$	
21	$22 \times 300 =$		43	$89 \times 60 =$	
22	$44 \times 2 =$		44	$76 \times 800 =$	

Develop Estimating Quotients

Read and try to solve the problem below.

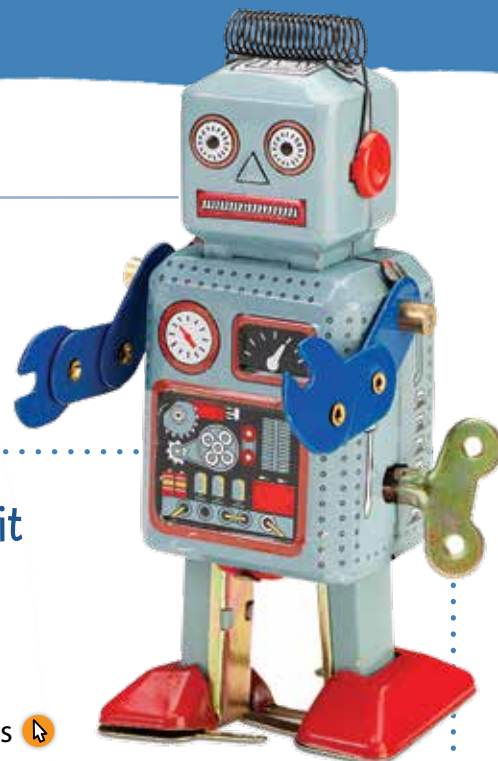
A toy company packs 504 robots into 21 boxes. Each box has the same number of robots. Show how you could estimate the number of robots in each box.

TRY IT



Math Toolkit

- base-ten blocks
- base-ten grid paper
- grid paper
- index cards
- multiplication models 



DISCUSS IT

Ask your partner: How did you get started?

Tell your partner:
I knew ... so I ...

Explore different ways to understand how to estimate quotients when dividing whole numbers.

A toy company packs 504 robots into 21 boxes. Each box has the same number of robots. Show how you could estimate the number of robots in each box.

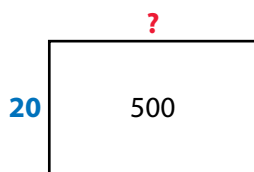
MODEL IT

You can use compatible numbers to estimate a quotient.

Compatible numbers are numbers close to the values of the actual dividend and divisor that allow you to multiply or divide using basic facts.

500 and 20 are compatible numbers that are close to 504 and 21.

You can use them to estimate by thinking $500 \div 20 = ?$ means $20 \times ? = 500$.



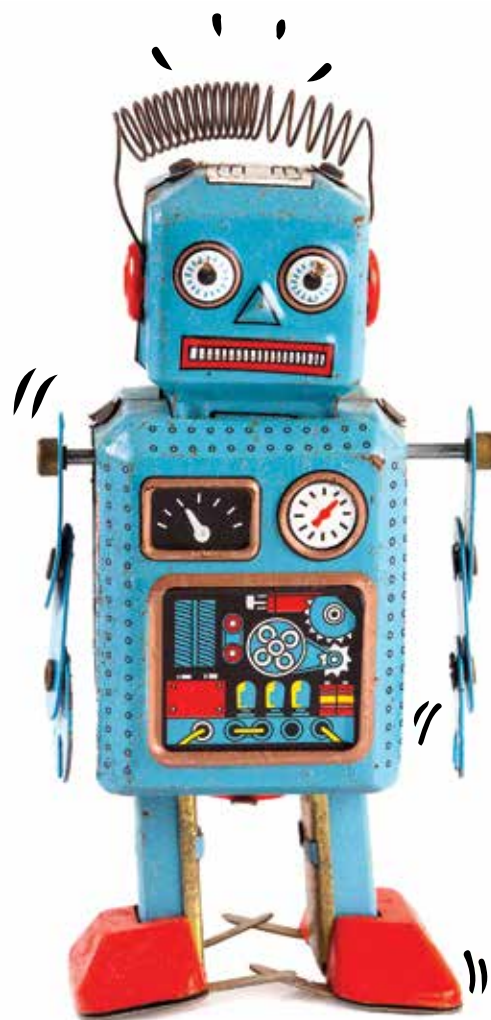
MODEL IT

You can use the inverse relationship between multiplication and division to estimate a quotient.

$$504 \div 21 = ? \quad \text{or} \quad 21 \times ? = 504$$

Multiply 21 by multiples of 10. Make a table.

Number of Robots per Box	Total Number of Robots
10	$21 \times 10 = 210$
20	$21 \times 20 = 420$
30	$21 \times 30 = 630$



CONNECT IT

Now you will use the problem from the previous page to help you understand how to estimate quotients with two-digit divisors.

- 1 Look at the first **Model It**. Why are 500 and 20 good choices to use for compatible numbers? Why not round to the nearest thousand and use 1,000 and 20 as compatible numbers?
- 2 How can you find the quotient $500 \div 20$? What estimate does this give for the number of robots in each box?
- 3 Look at the second **Model It**. Why do you multiply 21 by multiples of 10? Could you multiply 21 by multiples of 5 instead of by multiples of 10?
- 4 Look at the table. Between which two numbers is a good estimate for the number of robots packed in each box? Explain how you know.
- 5 What do the methods of estimating quotients in the **Model Its** have in common?

6 REFLECT

Look back at your **Try It**, strategies by classmates, and **Model Its**. Which models or strategies do you like best for estimating quotients? Explain.

.....

.....

.....

APPLY IT

Use what you just learned to solve these problems.

- 7 Estimate the quotient $342 \div 38$. Show your work.

Solution

- 8 Estimate the quotient $1,103 \div 23$. Show your work.

Solution

- 9 Camille arranged 238 chairs into equal rows of 14 chairs. Which of the following is the best estimate for the number of rows she made?

- Ⓐ a number close to 30
- Ⓑ about 20
- Ⓒ a number between 30 and 40
- Ⓓ about 10



Practice Estimating Quotients

Study the Example showing how to estimate a quotient with a two-digit divisor. Then solve problems 1–4.

EXAMPLE

Estimate the quotient $1,474 \div 22$.

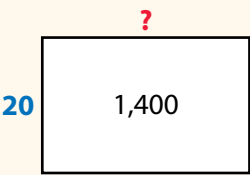
Choose compatible numbers that are close to the actual dividend and divisor and easy to multiply and divide using a basic fact.

1,400 and 20 are close to 1,474 and 22.

$2 \times 7 = 14$, $2 \times 70 = 140$, and $20 \times 70 = 1,400$.

$20 \times 70 = 1,400$ is the same as $1,400 \div 20 = 70$.

So, 70 is the estimated quotient for $1,474 \div 22$.



- 1 Look at the Example. You can also multiply 22 by **multiples of 10** to estimate the quotient $1,474 \div 22$.

a. Complete the table.

Multiple of 10	10	20	30	40	50	60	70	80
$22 \times \text{Multiple of 10}$	220	440	660	880	1,100			

b. Complete the statement below with two numbers from the table.

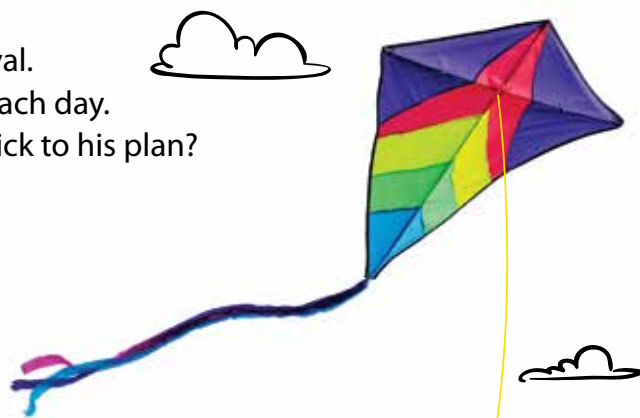
The dividend 1,474 is between and

c. What is a good estimate for the quotient $1,474 \div 22$?

- 2 Which of the following is the best estimate for the quotient $713 \div 31$?
- Ⓐ a number between 10 and 20
 - Ⓑ a number close to 40
 - Ⓒ a number close to 35
 - Ⓓ a number between 20 and 30
- 3 A beverage company makes 1,008 bottles of water and packs them into boxes. The company packs 24 bottles in each box. Estimate how many boxes of water bottles the company packs. Show your work.

Solution

- 4 Marcus builds 2,744 kites for a 14-day summer kite festival. He plans to give away about the same number of kites each day. He gives away 492 kites the first two days. Did Marcus stick to his plan? Use estimation to explain. Show your work.



Solution



A

Correct _____

Divide.

1	$30 \div 10 =$	23	$480 \div 4 =$
2	$430 \div 10 =$	24	$480 \div 40 =$
3	$4,300 \div 10 =$	25	$6,300 \div 3 =$
4	$4,300 \div 100 =$	26	$6,300 \div 30 =$
5	$43,000 \div 100 =$	27	$6,300 \div 300 =$
6	$50 \div 10 =$	28	$8,400 \div 2 =$
7	$850 \div 10 =$	29	$8,400 \div 20 =$
8	$8,500 \div 10 =$	30	$8,400 \div 200 =$
9	$8,500 \div 100 =$	31	$96,000 \div 3 =$
10	$85,000 \div 100 =$	32	$96,000 \div 300 =$
11	$600 \div 10 =$	33	$96,000 \div 30 =$
12	$60 \div 3 =$	34	$900 \div 30 =$
13	$600 \div 30 =$	35	$1,200 \div 30 =$
14	$4,000 \div 100 =$	36	$1,290 \div 30 =$
15	$40 \div 2 =$	37	$1,800 \div 300 =$
16	$4,000 \div 200 =$	38	$8,000 \div 200 =$
17	$240 \div 10 =$	39	$12,000 \div 200 =$
18	$24 \div 2 =$	40	$12,800 \div 200 =$
19	$240 \div 20 =$	41	$2,240 \div 70 =$
20	$3,600 \div 100 =$	42	$18,400 \div 800 =$
21	$36 \div 3 =$	43	$21,600 \div 90 =$
22	$3,600 \div 300 =$	44	$25,200 \div 600 =$

Develop Using Estimation and Area Models to Divide

Read and try to solve the problem below.

A factory produces 768 buses and puts them in 24 buildings. Each building has the same number of buses. How many buses are in each building? Estimate and then solve.



TRY IT



Math Toolkit

- base-ten blocks
- base-ten grid paper
- grid paper
- index cards
- multiplication models 



DISCUSS IT

Ask your partner: Do you agree with me? Why or why not?

Tell your partner: I agree with you about ... because ...

Explore different ways to understand how to divide multi-digit numbers using estimation and area models.

A factory produces 768 buses and puts them in 24 buildings. Each building has the same number of buses. How many buses are in each building? Estimate and then solve.

MODEL IT

You can use the relationship between multiplication and division to estimate the quotient.

$$768 \div 24 = ? \text{ and } 24 \times ? = 768$$

Multiply 24 by **multiples of 10** to estimate the quotient. You can organize your work in a table.

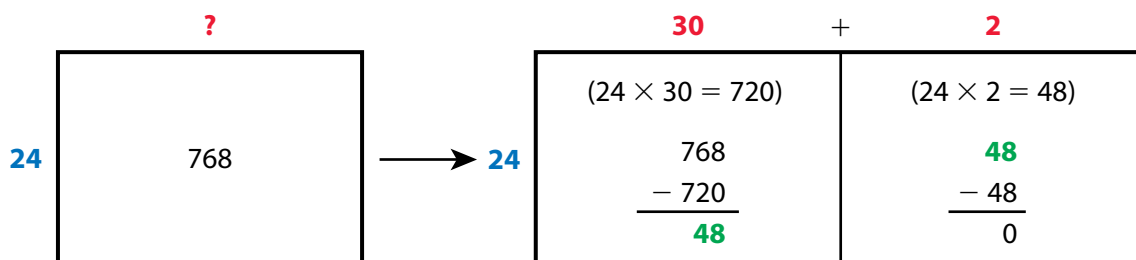
Number of Buses in Each Building	Total Number of Buses
10	240
20	480
30	720
40	960

The quotient is between **30** and **40**.

MODEL IT

You can use an area model to solve a division problem with a two-digit divisor.

The area model breaks up the problem $768 \div 24$ into parts.



CONNECT IT

Now you will use the problem from the previous page to help you understand how to divide multi-digit numbers using estimation and area models.

- 1 In the first **Model It**, how do you know the quotient is between 30 and 40?
- 2 Look at the second **Model It**. The number 24 is multiplied by which estimate, 30 or 40, to start the area model work? Why do you think the other number was not used?
- 3 What does the expression $30 + 2$ above the area model represent?
- 4 Explain why the numbers 30 and 2 can be called *partial quotients*.
- 5 Explain how an area model can help you break apart a division problem to make it easier to solve.

6 REFLECT

Look back at your **Try It**, strategies by classmates, and **Model Its**. Which models or strategies do you like best for dividing whole numbers? Explain.

.....

.....

.....

APPLY IT

Use what you just learned to solve these problems.

- 7 In the problem on the previous page, $768 \div 24$, you first estimated and then used an area model to find the quotient. Describe how can you use multiplication to check that you have the correct quotient.

Show your work for the check.

- 8 Dante has 468 cards in his sports card collection. He buys cards in packages of 12. Complete the table and give an estimate for how many packages of cards Dante has bought.

Number of packages	10	20	30	40	50
Number of sports cards					

Solution

- 9 Refer to the situation in problem 8. Complete the area model to find the quotient $468 \div 12$. How many packages of sports cards did Dante buy?

?

12

468

→

12

(12 × 30 =)

468

—

.....

108

.....

+

.....

=

.....

(12 × = 108)

108

—

.....

0

Solution

Practice Using Estimation and Area Models to Divide

Study the Example showing how to estimate and use area models to divide. Then solve problems 1–4.



EXAMPLE

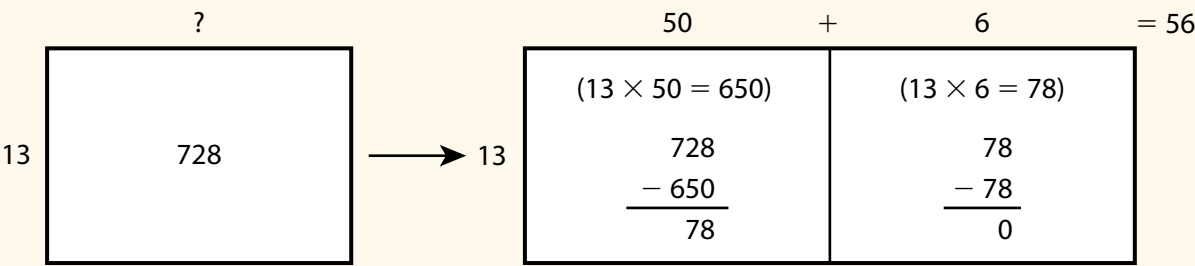
A donut shop sells donuts in boxes that each contain 13 donuts. If 728 donuts were sold in one day, how many boxes of donuts were sold?

Multiply 13 by multiples of 10 to help you estimate the quotient. Make a table.

Number of boxes	10	20	30	40	50	60
Number of donuts	130	260	390	520	650	780

Because 728 is between 650 and 780, the quotient is between 50 and 60.

Use 50 as the first partial quotient in an area model for $728 \div 13$.

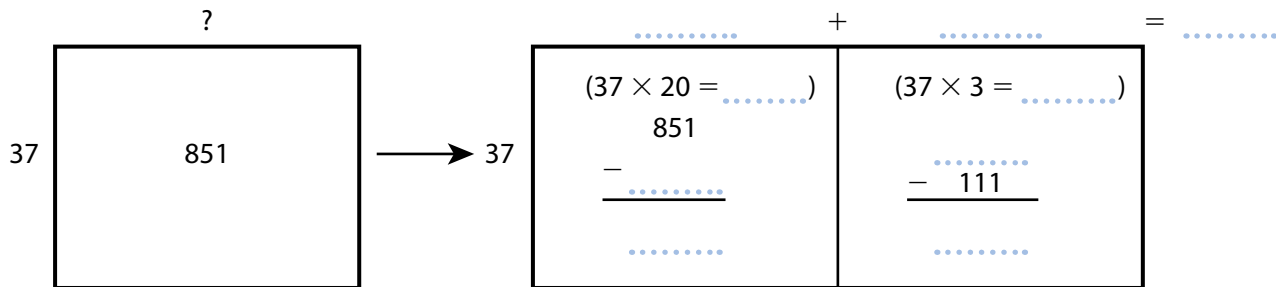


- 2 The table can be used to estimate the quotient $851 \div 37$. Which of the following is the best estimate of the quotient?

Multiple of 10	10	20	30	40
$37 \times \text{Multiple of 10}$	370	740	1,110	1,480

- Ⓐ a number between 30 and 40
 Ⓑ about 15
 Ⓒ a number between 20 and 30
 Ⓓ about 42
- 3 Complete the steps for using an area model to find the quotient $851 \div 37$.

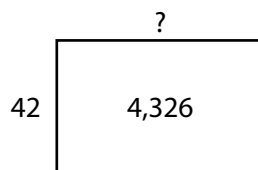
$851 \div 37$ is the same as $\times ? =$



$851 \div 37 =$

- 4 Which of the following equations cannot be used to represent the area model?

- Ⓐ $42 \times ? = 4,326$
 Ⓑ $42 + 4,326 = ?$
 Ⓒ $4,326 \div ? = 42$
 Ⓓ $4,326 \div 42 = ?$



B

Improvement _____ # Correct _____

Divide.

1	$20 \div 10 =$	23	$840 \div 4 =$
2	$420 \div 10 =$	24	$840 \div 40 =$
3	$4,200 \div 10 =$	25	$3,600 \div 3 =$
4	$4,200 \div 100 =$	26	$3,600 \div 30 =$
5	$42,000 \div 100 =$	27	$3,600 \div 300 =$
6	$40 \div 10 =$	28	$4,800 \div 2 =$
7	$840 \div 10 =$	29	$4,800 \div 20 =$
8	$8,400 \div 10 =$	30	$4,800 \div 200 =$
9	$8,400 \div 100 =$	31	$69,000 \div 3 =$
10	$84,000 \div 100 =$	32	$69,000 \div 300 =$
11	$900 \div 10 =$	33	$69,000 \div 30 =$
12	$90 \div 3 =$	34	$800 \div 40 =$
13	$900 \div 30 =$	35	$1,200 \div 40 =$
14	$6,000 \div 100 =$	36	$1,280 \div 40 =$
15	$60 \div 2 =$	37	$1,600 \div 400 =$
16	$6,000 \div 200 =$	38	$8,000 \div 200 =$
17	$240 \div 10 =$	39	$14,000 \div 200 =$
18	$24 \div 2 =$	40	$14,600 \div 200 =$
19	$240 \div 20 =$	41	$2,560 \div 80 =$
20	$6,300 \div 100 =$	42	$16,100 \div 700 =$
21	$63 \div 3 =$	43	$14,400 \div 60 =$
22	$6,300 \div 300 =$	44	$37,800 \div 900 =$

4.NBT Mental Division Strategy

Task

Jillian says

I know that 20 times 7 is 140 and if I take away 2 sevens that leaves 126. So $126 \div 7 = 18$.

- Is Jillian's calculation correct? Explain.
- Draw a picture showing Jillian's reasoning.
- Use Jillian's method to find $222 \div 6$.



4.NBT Mental Division Strategy

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Dividing by One-Digit Numbers

What You Need

- 6 game markers in one color
- 6 game markers in a different color
- Recording Sheet and Game Board

What You Do

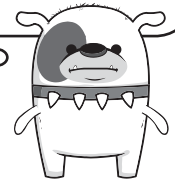
1. Take turns. Pick a problem on the **Recording Sheet**.
2. Divide. Write the quotient including the remainder.
3. Your partner uses multiplication to check the answer.
4. If your answer is correct, cover the remainder on the **Game Board** with your game marker. If it is incorrect, your turn ends.
5. Continue until all problems have been solved. The player with the greater number of game markers on the **Game Board** wins.

Check Understanding

What is the quotient?

$$3,265 \div 4 = \underline{\hspace{2cm}}$$

The remainder must be less than the divisor. If it's not, I divide again.



Go Further!

On a separate sheet of paper, rewrite the dividend of the problem $342 \div 5$ so there is a remainder of 5. Use multiplication and addition to check your answer. Exchange papers with your partner to check.



Center Activity 4.25 ★★ Recording Sheet and Game Board

Partner A _____

Partner B _____

Dividing by One-Digit Numbers

$342 \div 5 =$ _____	$2,176 \div 6 =$ _____	$388 \div 3 =$ _____
$4,632 \div 9 =$ _____	$735 \div 8 =$ _____	$5,178 \div 7 =$ _____
$638 \div 2 =$ _____	$4,519 \div 4 =$ _____	$242 \div 9 =$ _____

3	6	0
7	2	1
5	8	4



**Experiential Learning – Science
Grade 5 Student Materials**

Assignment #1

- A. Think about a time when you experienced or heard about dangerous weather. What happened? What did you do and see? How did it surprise you? Tell someone at home.
- B. **Look at the following 3 sets of pictures.** You can cut them out so that you can look at them side by side.)
What do you notice and what do you wonder?

NOTICE	WONDER



The New Orleans Central Business District – before and after



A road in the Ninth Ward of New Orleans – before and after



Canal Street in the French Quarter of New Orleans – before and after

C. Photo Analysis – Conclusion

What do you think happened to cause the changes that you observed in the after picture?

D. Hurricane Katrina Facts

Hurricane Katrina was the eleventh tropical storm, fifth hurricane, and the second Category 5 hurricane of the 2005 Atlantic hurricane season. The storm formed over the Bahamas on August 23, where it moved east and hit Florida as a Category 1 hurricane two days later. Katrina then crossed over Florida and strengthened into a Category 5 hurricane in the Gulf of Mexico. The storm then hit Louisiana and Mississippi on the morning of August 29. The leftovers of Katrina then died out over the Great Lakes on August 31.

The damage Katrina brought was so bad that 80% of New Orleans was flooded when the levees to the city broke. Most of the people killed by Katrina were thought to have died from drowning. Because of Katrina's effect on the US, the hurricane was known to be one of the deadliest hurricanes in US history.

(levees - an embankment built to prevent the overflow of a river.

https://kids.kiddle.co/Hurricane_Katrina

Questions:

Compare your ideas about the after photos to the real-life event that caused those changes.

Were your ideas similar or different?

What information would you have needed to draw the same conclusion?

Assignment #2

Local Weather

- A. **Personal Description:** How does it feel? Is it cloudy, sunny? Is it windy? Is there precipitation?
- B. **Description from phone or computer:** What words are used to describe the weather. Underline any unfamiliar words or terms. Were they similar or different than yours?

C. Weather Conditions Over Time

Examine the two charts below and answer the questions that follow.

January 26 – February 8, 2020

2 weeks of weather data for Memphis, TN

Feb 2020 ↕						
SUN	MON	TUE	WED	THU	FRI	SAT
26	27	28	29	30	31	1
						
54°	59°	60°	53°	47°	48°	55°
42°	40°	34°	41°	39°	43°	42°
2	3	4	5	6	7	8
						
70°	70°	66°	49°	39°	46°	53°
40°	51°	50°	39°	33°	31°	30°

2 weeks of weather data for Rapid City, SD

Feb 2020 ▾						
SUN	MON	TUE	WED	THU	FRI	SAT
26  48° 29°	27  37° 23°	28  46° 29°	29  45° 31°	30  39° 31°	31  48° 24°	1  67° 40°
2  55° 24°	3  25° 19°	4  27° 13°	5  34° 11°	6  36° 25°	7  30° 19°	8  41° 17°

Weather Data Analysis

Questions:

What patterns did you notice in the weather for Memphis, TN and Rapid City, SD?

How would you dress if you lived in these cities during this time and why – use the weather data?

What do you think the symbols mean? What does the number under the symbol represent? What about the smaller number under the larger number? Why are the numbers and symbols important?

Assignment #3

- What type of outdoor activities do you like to do? Tell someone or write it down in your notebook. Can you do them throughout the year? Why or Why not?
- Consider the pictures below. Describe what each picture represents using your own words by writing down your descriptions in your notebook or below each picture, or

describing them to someone in your family. If you'd like, cut out the pictures and place them in your notebook.



C. Yearly Weather Data

There are three charts of yearly weather data for two cities below:

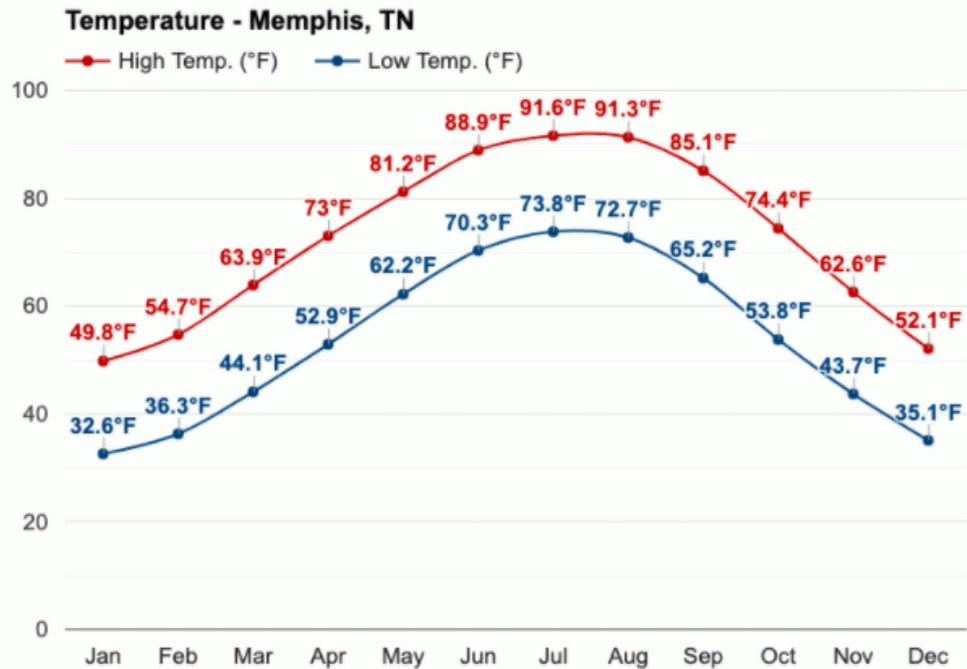
- high and low temperatures
- rainfall
- snowfall

What patterns do you notice? Can you relate these patterns to seasons?

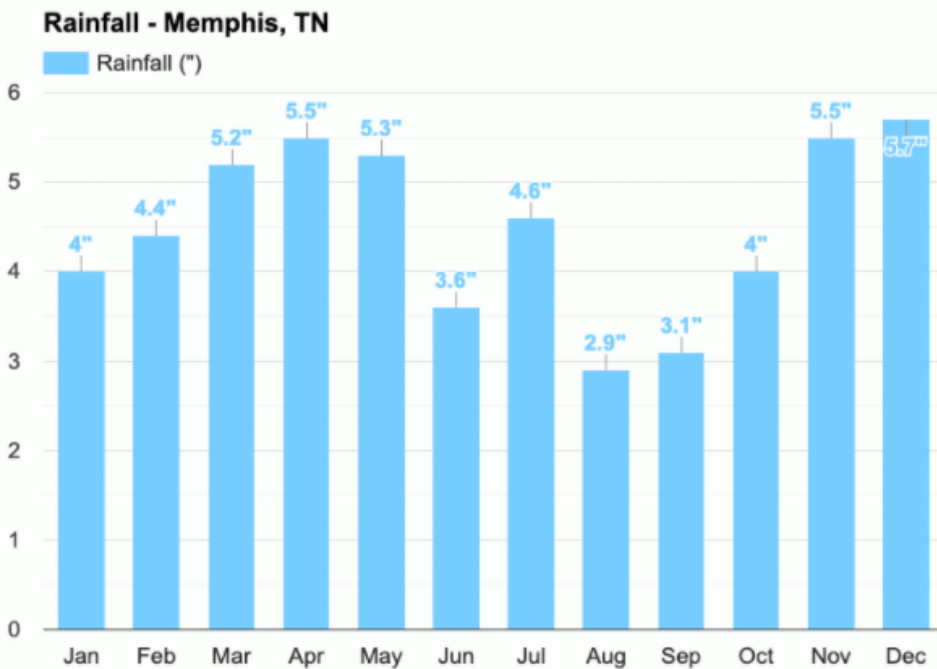
5th Grade Extension: What do you notice about the Memphis, TN and Rapid City, SD weather data? How is the weather data similar and different?

Weather Charts from Memphis, TN

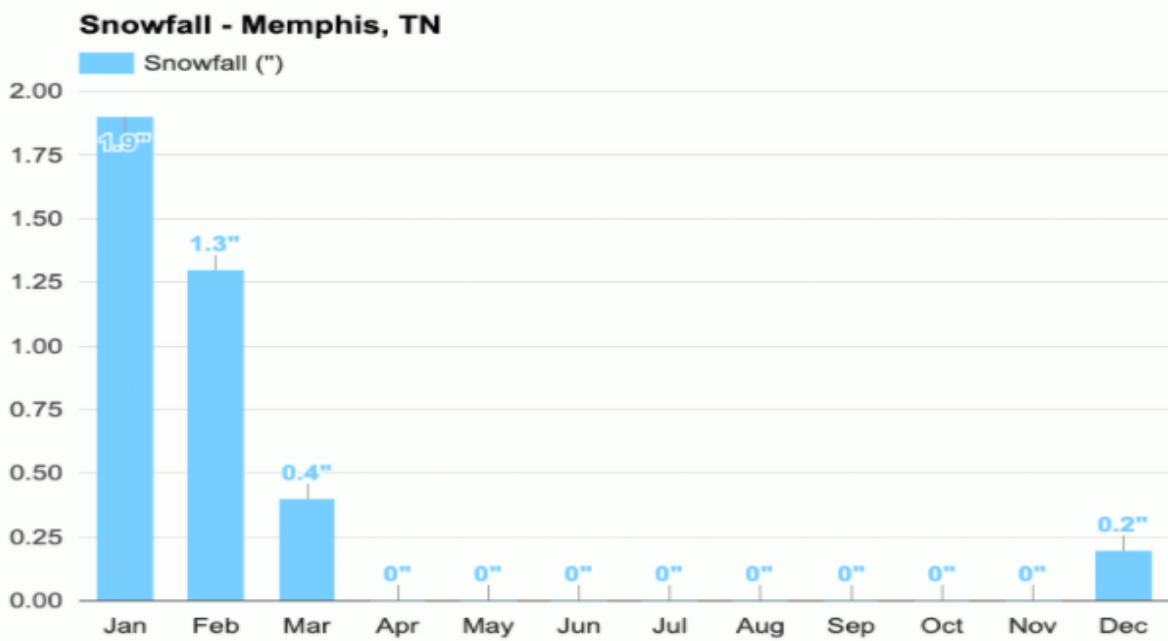
Average temperature Memphis, TN



Average rainfall Memphis, TN

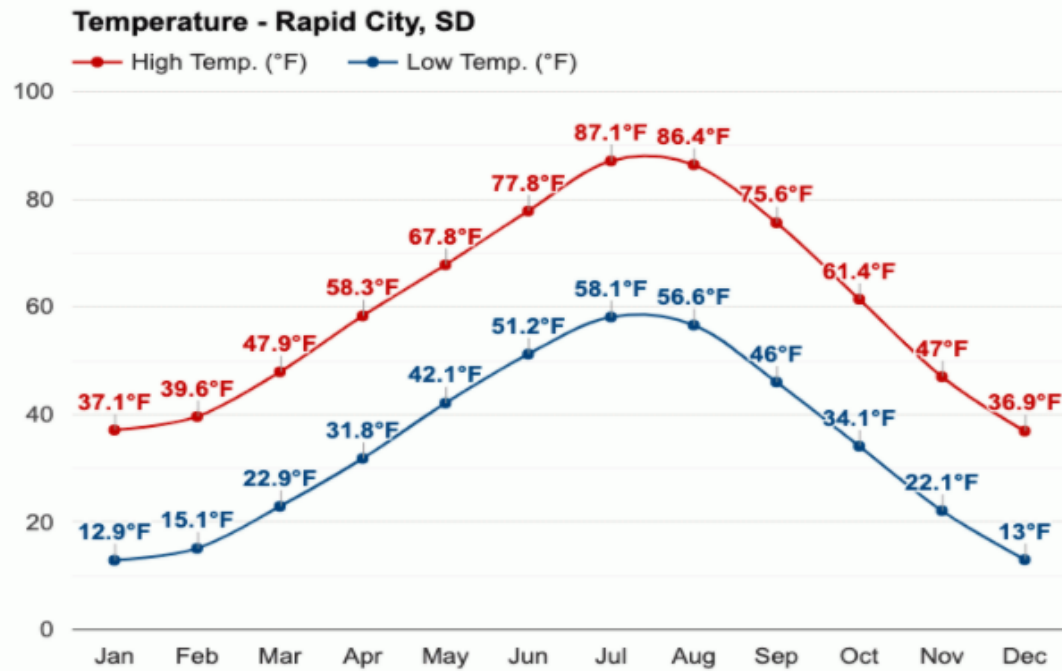


Average snowfall Memphis, TN

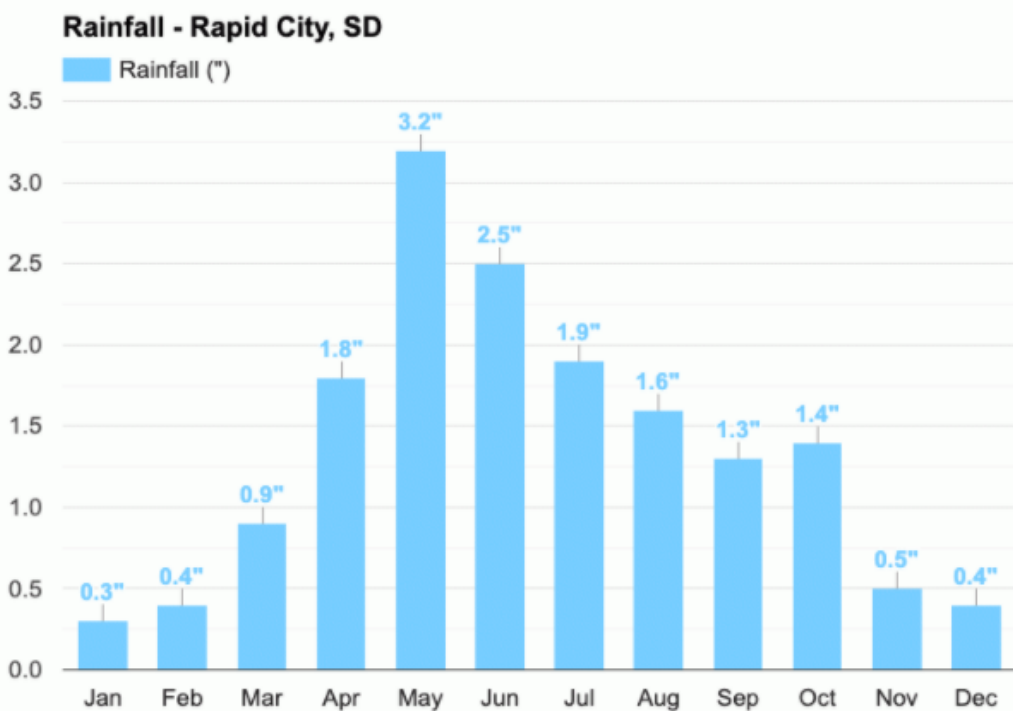


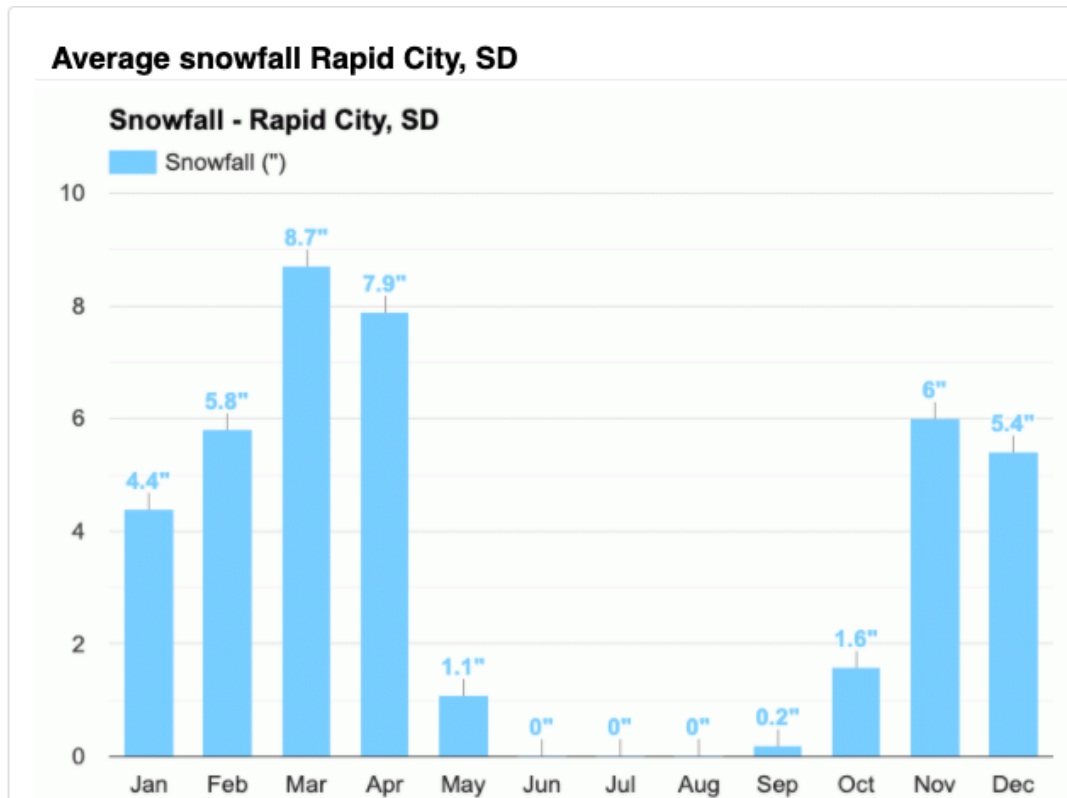
Weather Charts from Rapid City, SD

Average temperature Rapid City, SD



Average rainfall Rapid City, SD





- D. **Weather and Climate Article** – Read the article and describe weather and climate to someone in your own words. Write down your thinking in your notebook.

What is the difference between weather and climate?

We hear about weather and climate all of the time. Most of us check the local weather forecast to plan our days. And climate change is certainly a “hot” topic in the news. There is, however, still a lot of confusion over the difference between the two.

Think about it this way: Climate is what you expect, weather is what you get.

Weather is what you see outside on any particular day. So, for example, it may be 75° degrees and sunny or it could be 20° degrees with heavy snow. That’s the weather.

Climate is the average of that weather. For example, you can expect snow in the Northeast in January or for it to be hot and humid in the Southeast in July. This is climate. The climate record also includes extreme values such as record high temperatures or record amounts of rainfall. If you’ve ever heard your local weather person say “today we hit a record high for this day,” she is talking about climate records.

So when we are talking about climate change, we are talking about changes in *long-term* averages of daily weather. In most places, weather can change from minute-to-minute, hour-to-hour, day-to-day, and season-to-season. Climate, however, is the average of weather over time and space.

https://oceanservice.noaa.gov/facts/weather_climate.html

Assignment #4

A. Weather versus Climate – Indicate whether each statement below is about **weather** or **climate**

- a. Winter is usually the coldest time of year
- b. It is raining and 73°F outside
- c. The sky is cloudy and it looks like it might rain
- d. Our location gets about the same amount of precipitation each year
- e. August is usually the hottest month of the year
- f. It was very cold and windy outside this morning

B. Handling Severe Weather

3rd and 4th Grade Students: Read one article. Underline information about the type of severe weather, the location, and what is being done to limit damage to life and property. Answer the following question: Did the location matter?

5th Grade Students: Read both articles and compare what is being done to prepare or limit damage to life and property in each article. What are the similarities and differences?

The Tornado Drill



The alarm went off again. Jonas knew what to do this time. They all had to go out in the hall, sit next to each other, and curl up into a ball. This was in case there was a tornado. Jonas hadn't understood how in the world going into the hall and curling up into a ball would help you if you got hit by a tornado. Then his teacher had told him that they went into the hall to be away from windows that might break during a tornado. Curling up was in case something fell on you. That's why they put

their hands over their neck, to protect it in case something sharp fell.

Molly had just joined the class, and she sat next to Jonas. When the alarm went off, Molly hid under her desk. Jonas had to tell her to get out from under there and follow the class in the hall.

It turned out to be a drill, just like last time. After a few minutes, all the students went back into their classroom and sat back down at their desks. After school, Jonas teased Molly about hiding under her desk when the alarm went off. “Scaredy cat!” he said. Molly laughed at him. “I wasn’t scared,” she replied. Molly explained. She had moved to Oklahoma from California last week. In school in California, when the alarm went off, it was an earthquake drill, not a tornado drill. During the earthquake drill, you were supposed to hide under your desk.

Kanisha overheard them. She told them she had just visited her cousins in Florida, and there they are more likely to face a hurricane instead of a tornado or an earthquake. One time the weather forecaster on the nightly news said that a hurricane had formed near Florida, and that the hurricane would probably impact the area. So school was closed completely the next day.

There are other storms that can be predicted at least a day before they hit, and schools might close if severe weather were likely to impact the areas near the schools. Jonas had cousins in Minnesota. They told him that they had three days in a row with no school because it wouldn’t stop snowing. They had known about the snowstorm from a prediction by the weather forecaster the day before it started to snow.

“Any storm is scary, but I think earthquakes and tornadoes are the scariest,” Molly said. “The weather forecaster can probably tell you if a hurricane or snowstorm will come. With earthquakes and tornadoes, you never know.”

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A Dangerous Dust Storm



One day in 2011, in Phoenix, Arizona, a woman was getting in her car, which was parked in her driveway. Suddenly, her husband ran out of the house. He was waving his arms and yelling.

Without another word, the woman ran back in her house and shut the front door. The husband and wife stood at their front window. A few minutes later, the sky began to darken. And then, sand began to swirl around the house. Soon, sand and dust were everywhere, blowing all around the house. This lasted for almost an hour.

The woman and her husband were watching an especially violent type of dust storm. A dust storm is a kind of storm where wind picks up clouds of sand and dust from the desert and blows them into the air. Phoenix is built in the middle of the Sonoran Desert. It gets several dust storms every year. Most of the dust storms are very small, but some of them are very big. A large, thick dust storm hit Phoenix in 2011. It was more than a mile tall and 50 miles wide. Severe dust storms can last for up to three hours.

These dust storms happen in other areas too. Countries in the northern part of Africa can get very violent dust storms that last a long time. If this type of dust storm strikes near a

farm, it can cover the farm with dust and sand. This means the farmer can no longer plant crops. Often the farm must be abandoned.

Dust storms can be very dangerous. When a dust storm hits, it makes it difficult to see. If you are outside during a dust storm, you may not be able to see more than a few inches in front of you. When a dust storm is approaching Phoenix, the local weather stations start broadcasting warnings for people to get off the street. People are told to park their cars, so they don't crash. Airplanes are not allowed to take off from or land at the Phoenix airport because the pilots cannot see well.

The dust in a dust storm can also make people sick. Some of the dust can carry pesticides and toxins. People go inside during a dust storm so that they do not inhale the dust. People with pets, like dogs and cats and horses, also bring their animals inside so that they do not get sick.

Weather forecasters are always trying to get better at predicting when a dust storm will happen. The sooner they know a dust storm is coming, the sooner they can warn people about it. The sooner people are warned about a dust storm, the more lives will be saved. This is because more people will be able to get to safety before the dust storm strikes.

Paul Fisher and his family have lived in Arizona for more than 20 years. He can remember seeing many intense dust storms during that time. One time, he was out walking his dog, Jimbo, shortly after he had moved to Phoenix. As he was walking, he looked out at the desert and saw what looked like a big, dark wall. He stared at it for a few minutes. Suddenly, he realized what he was looking at. He grabbed Jimbo and ran back to the house. He was just able to get inside before the storm hit.

"Once you're in a [violent dust storm], you never forget it," he said. "It's like a thunderstorm, but instead of rain, all you can see is sand."

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- C. Severe Weather Plan (type this website into a computer web browser or on a smartphone for more information about severe weather plans)
<https://www.weather.gov/ama/severesafetyplan>
Talk with a family member about developing a severe weather plan