

Monday Activity #1 - Reading

Directions: Read the story using Close Reading or PITME strategies.

Flowers and Memories

By Beth Beutler

Members of our scout group were ready to work on earning another badge together. There was one for community service. We sat around during our April scout meeting and brainstormed ideas about what we could do.



Our leader told us that almost every day of the year has some type of celebration added to it. He'd found out that May 18 was Senior Citizen Day.

"Why don't we plan some way to bless the senior citizens in our neighborhood?" he suggested.

We looked around at each other and nodded. It sounded like a great idea. We began to write down ideas on a white board. We decided we could deliver meals or do jobs - rake leaves, mow yards, do housework - that people needed help with.

We made plans to visit a senior citizen's community that was near where our scout group met. Some of our parents came along as well. We visited the manager on Saturday and told him what we'd like to do.

"That's very nice!" he said. "I'll put an announcement on the board and in our newsletter, and we'll collect some jobs."

Soon after the announcement went out, the manager made a list of jobs. The list grew quickly. The senior citizens became very excited about the scouts helping them.

About two weeks before the day we were to do the work, the manager met with us. Our leader read through the jobs, and we developed a plan to divide them up.

"See you on the 18th!" the manager said as he waved good-bye to all of us.

The 18th arrived, and it was a sunny day. We met early to carpool over to the community center. There, we received our assignments. In groups of two and three, we went to each home with the proper tools. In many cases, we would be raking and pulling up weeds in the small yards around each house. In others, we'd do some painting or some cleaning. My job was to help in an older gentleman's garden. His name was Mr. Armstead.

To my surprise, Mr. Armstead did not stay in the house. Instead, he came out and got down on his knees in the garden with my friend and me.

"I love to garden," Mr. Armstead said. "Before my wife passed away, we would put flowers and vegetables all across the back yard. But now, it is just too much to do. I sure do miss her."

I looked over at Mr. Armstead. He was quickly wiping his eyes with a dirtied garden glove. It made me want to wipe mine, too.

By the end of the morning, we had several rows of petunias planted. They looked nice.

"Petunias were Louise's favorite flower," Mr. Armstead said. "She said they looked like they were rejoicing from deep within," he finished with a smile. "Thanks, boys. This will really brighten my days."

Later, I found out that Mr. Armstead's wife had passed away only a month before. I hadn't realized how special the flowers would be to him - or how much a small act of kindness would mean.

Tuesday Activity #2 - Reading

Directions: Using yesterday's story, answer the questions using text evidence to support your answer.

Flowers and Memories

Questions

1. The writer is a member of what kind of group?

2. What idea did the scout leader come up with?

_____ 3. Which of the following ideas was NOT listed in the story?

- A. rake or mow yards
- B. deliver meals
- C. play checkers
- D. do housework

4. The scouts were working on a badge for _____ (two words.)

_____ 5. True or false? On the day of the project, the writer was assigned to wash a kitchen floor.

- A. false
- B. true

6. What did Mr. Armstead do when the scouts came to work in his garden?

_____ 7. Which of the following types of flowers were the favorite of Mrs. Armstead?

- A. petunias
- B. marigolds
- C. hyacinths
- D. daffodils

8. What did the writer find out after he was done working in the garden?

Wednesday Activity #3: Volume

Directions: The formula to find volume is: $l \times w \times h = \text{volume}$. You multiply length x width x height. Find the volume of each figure.



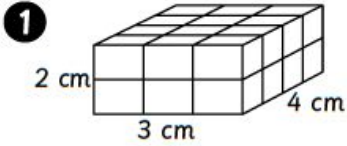
Volume Control

Activity Sheet

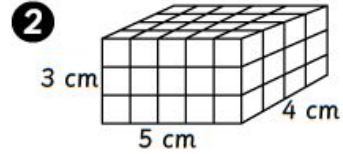
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Class: _____

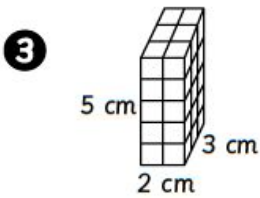
Find the volume of each figure.



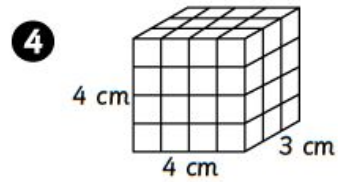
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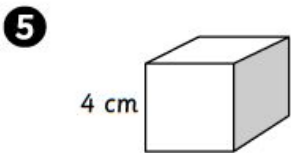
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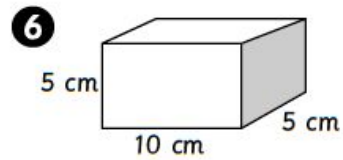
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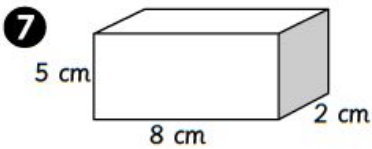
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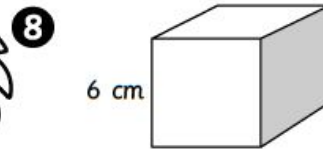
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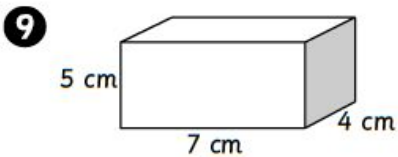
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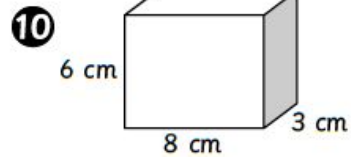
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Volume = _____ cm^3



Volume = _____ cm^3



Volume = _____ cm^3



Thursday Activity #4 - Reading

Directions: Reread Monday's story out loud a few times to practice your fluency, but pay close attention to punctuation, pausing when necessary and reading with expression. Then, write a summary (beginning, middle, ending). Be sure to use proper grammar and correct punctuation!

Friday Activity #5 - Writing

Directions: Respond to the prompt based on Monday's story. Use details from the story to support your answer.

How did the end of this story make you feel? Why?

Monday Activity #1 - Reading

Directions: Read the story and use Close Reading or PITME strategies for each paragraph. Use text evidence when choosing the best answer.

Me and My Habits

The first thing I do every morning, before I stretch or get out of bed, is rub my eyes three times with closed fists. Then I get out of bed and tap my right big toe on the floor three times before walking to the bathroom to brush my teeth.

It's not that I enjoy the odd habits or anything. I'm just used to them, and they're kind of a part of me. As I brush my teeth, I look at myself in the mirror. I like to inventory things about me that relate to my family. I have light green eyes and thick eyebrows like my dad's, a short nose like my mom's, and a ton of freckles, like my older brother Joey. If you look at my face closely, you will see that I am really not my own person. I'm just someone made up of the different parts of everyone else in my family.

My friend Susanna says that's kind of a morbid way of thinking about my life, but I don't think she knows the correct way to use the word "morbid."

After I'm done brushing my teeth, I walk back to my bedroom, toe-to-heel, very slowly. Then I get dressed for school. We have to wear a uniform, so I wear the same thing every day: a blue and green plaid skirt with a navy blue polo shirt and black loafers. Susanna finds the uniform boring (she says it infringes on her self-identity), but I don't mind it so much. It's just one less thing I have to worry about in the morning.

I eat the same thing for breakfast every day: oatmeal with bananas and a few spoonfuls of brown sugar. My mom prepares breakfast for Joey and me because our dad has usually already left for work by the time we're ready for breakfast.

Joey sits at the head of the table, and I sit at the foot of the table. He always reads the sports section of the newspaper, and I always get the front page.

On the way to school, I buckle and unbuckle the seat belt two times. My mom doesn't ever say anything, but my habit seems to really annoy Joey.

"Rose, *stop it!*" he says, turning around to glare at me from the front seat.

“Just ignore it!” I respond, and click once more.

“Settle down, settle down,” Mom says.

We are all quiet on the rest of the way to school. My mom says it takes her a while to wake up in the morning; otherwise she'd be chattier. I don't mind though. It's sometimes nice just to watch the streets go by out the car window, with the people walking along the sidewalks. We always listen to the same radio show, “The Darnell Owens Show,” whose emcees talk about movies. They especially love film noir.

When we get to school, Joey slams the door behind him, and I reach between the front seats to give my mom a kiss good-bye.

In school, I meet Susanna by our lockers. They're right next to each other in a prime spot by our classroom, because Susanna complained to the principal that she didn't feel comfortable “expressing herself” on the inside of her locker next to any other person in our grade. (Susanna's dad is a lawyer, and her mom is an artist.)

I open and close the locker three times before I reach inside to grab my books for social studies and math.

Susanna is chattering on about this new painting she and her mom did in her mom's studio when the long shadow of William Jones crosses over us.

“Hey, freaks,” he says.

Susanna and I glance at each other.

“What do you want, William?” Susanna says defiantly.

I’m always in such awe of her bravery. William started making fun of us when we were in first grade. That’s when my habit really picked up, and he noticed that I was tapping the doorway three times every time we left the classroom or sneezing three times, even when I didn’t have to. Well, Susanna started sticking up for me, which is how we became such great friends, but it only made things worse with William. Soon William started mimicking Susanna when she raised her hand to answer a question (which she did often), and mocking the way she walked, always with one hand on her hip.

“Just wanted to say good morning. Just wanted to say good morning. Just wanted to say good morning,” he says, smiling and curling his lip.

“Three times... Right, loser?”

I shake my head and turn back to my locker, like what he says doesn’t hurt my feelings. I can’t help my habit—it just pops up when I least expect it. My mom says the people who make fun of me are ignorant, but she still takes me to see Dr. P. every week to try to help me get over my habit.

“Doesn’t it get old?” Susanna asks.

“Nope!” William bares his teeth at us and then walks into the classroom.

“Just forget him,” Susanna says, patting me on the back. I’m glad
Susanna is on my side.

Joey and I take the bus home together after school. At the bus stop, Joey
always gets off first. He’s supposed to wait for me to get off the bus
before starting to walk home, but he rarely does. I end up walking a few
yards behind him, watching his dirty backpack move up and down as he
moves.

Mom has a snack waiting for us when we get home—carrots and ranch
dressing—and every day we have to eat it and then do our homework
right away. Joey says he does his homework in his room, but he’s just
playing video games. Mom lets him get away with it.

I sit down at the kitchen table and pull my worksheets out of my
backpack to start in on my math homework. Mom sits next to me, takes a
carrot out of the plastic dish, and dips it in ranch.

“How was school?”

“It was okay. William was teasing me again.” Mom looks sad when I say
this.

“I’m sorry, sweetie. Things will get better,” she says.

“I know,” I say. I do my homework and then go read in my room until it’s time for dinner.

I wonder if I will ever “kick my habit,” as Dr. P. likes to say. Dr. P. thinks that my habit is something I can train myself to give up. She thinks that with a little bit of effort on my part and with lots of help from her, I can learn not to need my habit to feel comfortable. Most of the time, I believe

her and even want to kick my habit. Maybe then, Joey wouldn’t be embarrassed of me, and William wouldn’t tease me. But without my habit, I don’t think that Susanna and I would have become friends. I also don’t think that I’d feel the same sense of happiness I feel when I touch things or do things three times. There’s something very back and forth about my relationship to my habit—I’m not sure I’m ready to give it up.

Maybe someday in the future.

“Rose, dinner!” Mom calls.

I go to the bathroom, look at my face in the mirror, and wash my hands three times before going downstairs to eat.

Tuesday Activity #2 - Reading

Directions: Reread yesterday's story out loud a few times to practice your fluency, but pay close attention to punctuation, pausing when necessary and reading with expression. Then, write a summary (beginning, middle, ending). Be sure to use proper grammar and correct punctuation!

Wednesday Activity #3 - Reading

Directions: Using Monday's story, answer the questions using text evidence to support your answer.

- 1 How have Rose's habits affected her relationship with her brother Joey? Use evidence from the passage to support your answer.
- 2 According to Rose, how did she and Susanna become great friends?
- 3 At the end of the passage, Rose concludes, "There's something very back and forth about my relationship to my habit." Explain why Rose says this by using evidence from the text.
- 4 What is this passage mostly about?

Thursday Activity #4 - Art

Directions:

You will make a seed plant.

Materials you will need: one paper toilet roll, scissors, potting soil, seeds, and water.

You may want to give the plant to someone once the seeds start to germinate (grow). Tell, or write a note to that person explaining why he/she is special to you.

How do you make pots out of toilet paper rolls?

Flower Seed Pot Directions

1. Cut the toilet paper roll in half.
2. Make four cuts in the roll (top, bottom, each side), $\frac{1}{3}$ of the way up.
3. Fold the cut area on the bottom like you would close a box.
4. Fill your new seed pot with a light potting soil, pack it down with your thumbs.
5. Once the plant starts to grow, plant in the ground - it's that simple.

<https://www.youtube.com/watch?v=pFLeSxg61H8>



Friday Activity #5 - Writing

Directions: Write a letter of advice & words of wisdom to future students.

In your letter, you will want to provide the students with suggestions for how they can be successful in this class. Before you write, you may want to think about what you wished you had known before starting this class. Here are some other ideas and questions you may want to consider as you draft your letter:

- Describe your teacher.
- What are some skills, concepts, and lessons they can expect to learn?
- What are the expectations for class work and homework?
- What were some of the activities and routines in class? Describe a favorite one.
- What were rules and behavior expectations like?
- What were some challenging parts of the school year? (academically & socially)
- If you changed one thing about class, what would it be? Why would you change this?
- What can students look forward to?
- Leave the student with a final thought. (Quote, precept, final words of advice)

These questions will help you begin your brainstorming, but feel free to include any advice that will help future students do well. Don't forget to write well-developed paragraphs that are indented and edited.

Be sure to date your letter, include a greeting, and finish with a closing.

Answer Keys



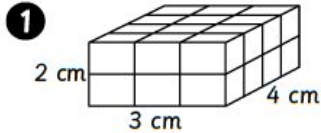
Volume Control - Answer Key

Activity Sheet

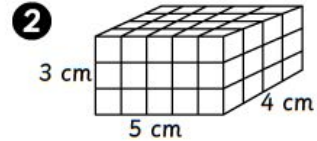
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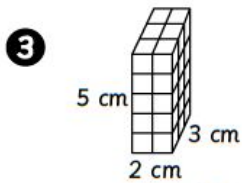
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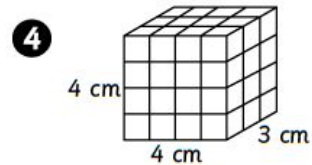
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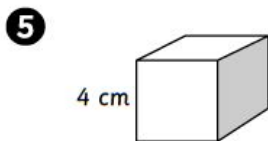
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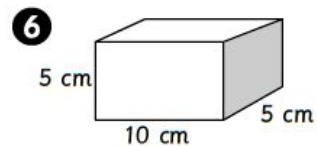
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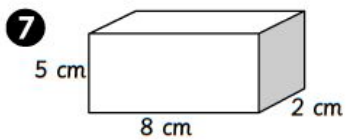
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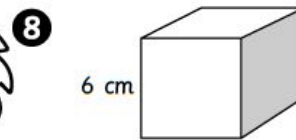
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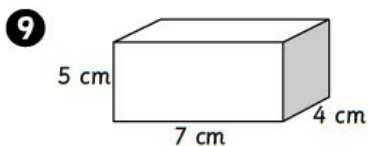
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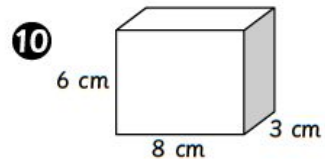
Volume = 80 cm³



Volume = 216 cm³



Volume = 140 cm³



Volume = 144 cm³



Flowers and Memories

Questions

1. The writer is a member of what kind of group?
Scouts
2. What idea did the scout leader come up with?
to do something to bless senior citizens on May 18
- C 3. Which of the following ideas was NOT listed in the story?
 - A. rake or mow yards
 - B. deliver meals
 - C. play checkers
 - D. do housework
4. The scouts were working on a badge for _____ (two words.)
community service
- A 5. True or false? On the day of the project, the writer was assigned to wash a kitchen floor.
 - A. false
 - B. true
6. What did Mr. Armstead do when the scouts came to work in his garden?
got down on his knees and worked with them
- A 7. Which of the following types of flowers were the favorite of Mrs. Armstead?
 - A. petunias
 - B. marigolds
 - C. hyacinths
 - D. daffodils
8. What did the writer find out after he was done working in the garden?
He found out that Mr. Armstead's wife, Louise, had passed away only a month before.