

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Math</b> <i>(45 Minutes)</i>	<p><b>Topic: Variability and Data Distribution</b>            Khan Academy Video: <a href="#">"Shapes of Distribution"</a></p> <p><b>Activity:</b>            Describe Distributions (16.5 Reteach)</p>	<p><b>Topic: Variability and Data Distribution</b>            Khan Academy Video: <a href="#">"Clusters, Gaps, Peaks and Outliers"</a></p> <p><b>Activity:</b>            Describe Distributions (16.5 Additional Practice)</p>	<p><b>Topic: Area, Surface Area and Volume</b>            Khan Academy Videos: <a href="#">"Area of a Parallelogram"</a>  <a href="#">"Finding Height of a Parallelogram"</a></p> <p><b>Activity:</b>            Develop and Use the Formula for Area of Parallelograms (12.1 Reteach)</p>	<p><b>Topic: Area, Surface Area and Volume</b>            Khan Academy Video: <a href="#">"Area of a Triangle"</a>  <a href="#">"Finding Area of Triangles"</a></p> <p><b>Activity:</b>            Develop and Use the Formula for Area of Triangles (12.2 Reteach)</p>	<p><b>Topic: Area, Surface Area and Volume</b></p> <p><b>Activities:</b>            Problem Set: Area of Parallelograms (Lesson 1 6.5)            Problem Set: Area of Right Triangles (Lesson 2 6.5)</p>
<b>Physical Education</b> <i>(15 Minutes)</i>	<p><b>Physical Activity –</b></p> <ul style="list-style-type: none"> <li>Go for walk/run</li> <li>YouTube – <a href="#">Kidz Bop Dance</a></li> <li>YouTube – <a href="#">Kids Workout</a></li> </ul>	<p><b>Physical Activity –</b></p> <ul style="list-style-type: none"> <li>Go for walk/run</li> <li>YouTube – <a href="#">Kidz Bop Dance</a></li> <li>YouTube – <a href="#">Kids Workout</a></li> </ul>	<p><b>Physical Activity –</b></p> <ul style="list-style-type: none"> <li>Go for walk/run</li> <li>YouTube – <a href="#">Kidz Bop Dance</a></li> <li>YouTube – <a href="#">Kids Workout</a></li> </ul>	<p><b>Physical Activity –</b></p> <ul style="list-style-type: none"> <li>Go for walk/run</li> <li>YouTube – <a href="#">Kidz Bop Dance</a></li> <li>YouTube – <a href="#">Kids Workout</a></li> </ul>	<p><b>Physical Activity –</b></p> <ul style="list-style-type: none"> <li>Go for walk/run</li> <li>YouTube – <a href="#">Kidz Bop Dance</a></li> <li>YouTube – <a href="#">Kids Workout</a></li> </ul>

<p><b>English Language Arts</b> (60 Minutes)</p>					
<p><b>Reading Comprehension:</b> <a href="#">Wit and Wisdom</a> Module 4 Lesson 4 part 1 <a href="#">Khan Academy ELA</a> Key Ideas - Poetry Commonlit: "Cinderella" Text and Comprehension Questions (<b>printed in packet</b>) <b>Grammar Practice:</b> <a href="#">Khan Academy</a> – If you are new to Khan Academy Grammar, start with the Introduction; if you have been working on grammar already, move on to another part of the course. Follow it in order.</p> <p><b>Independent Novel Reading: (Novels available at meal sites and activities in printed packet)</b> Read for 20 minutes and spend 10 minutes answering the reading comprehension questions that you are able to each day.</p>	<p><b>Reading Comprehension:</b> <a href="#">Wit and Wisdom</a> Module 4 Lesson 4 part 2 <a href="#">Khan Academy ELA</a> Word Meanings – Fiction 6 Commonlit: "The Worst Birthday" from <i>Harry Potter and the Chamber of Secrets</i> Text and Comprehension Questions (<b>printed in packet</b>) <b>Vocabulary Practice:</b> Spend 15 minutes on <a href="#">Membean</a>: <a href="#">If you are a first time user, follow this link: Click Here for Membean.com and enter code: CJNQBP</a> Watch the video at this link to help you enroll <a href="https://vimeo.com/405243332/66aca78165">https://vimeo.com/405243332/66aca78165</a></p> <p><b>Independent Novel Reading: (Novels available at meal sites and activities in printed packet)</b> Read for 20 minutes and spend 10 minutes answering the reading comprehension questions that you are able to each day.</p>	<p><b>Reading Comprehension:</b> <a href="#">Wit and Wisdom</a> Module 4 Lesson 5 part 1 <a href="#">Khan Academy ELA</a> Craft and Structure – Creative Fiction 6 Commonlit: Pairing Questions "The Worst Birthday" from <i>Harry Potter and the Chamber of Secrets</i> and "Cinderella" <b>Vocabulary Practice:</b> Spend 15 minutes on <a href="#">Membean</a>: If you are a first time user, follow this link: <a href="#">Click Here for Membean.com and enter code: CJNQBP</a></p> <p><b>Independent Novel Reading: (Novels available at meal sites and activities in printed packet)</b> Read for 20 minutes and spend 10 minutes answering the reading comprehension questions that you are able to each day.</p>	<p><b>Reading Comprehension:</b> <a href="#">Wit and Wisdom</a> Module 4 Lesson 5 part 2 <b>Grammar Practice:</b> <a href="#">Khan Academy Grammar</a> <b>Vocabulary Practice:</b> Spend 15 minutes on <a href="#">Membean</a>: If you are a first time user, follow this link: <a href="#">Click Here for Membean.com and enter code: CJNQBP</a></p> <p><b>Writing Practice:</b> <a href="#">Writable Writing Task 4</a>: Select the assignment titled Information Skills Activities: Middle School: Skill: Introduce a Topic. Follow the prompt direction, read the student writing samples, use the graphic organizer to analyze the samples and plan for your own writing. *This assignment will take 2 days. (<b>Printed in packet</b>).</p> <p><b>Independent Novel Reading: (Novels available at meal sites and activities in printed packet)</b> Read for 20 minutes and spend 10 minutes answering the reading comprehension questions that you are able to each</p>	<p><b>Reading Comprehension:</b> <a href="#">Wit and Wisdom</a> Module 4 Lesson 5 part 2 <b>Grammar Practice:</b> <a href="#">Khan Academy Grammar</a> <b>Vocabulary Practice:</b> Spend 15 minutes on <a href="#">Membean</a>: If you are a first time user, follow this link: <a href="#">Click Here for Membean.com and enter code: CJNQBP</a></p> <p><b>Writing Practice:</b> <a href="#">Writable Writing Task 4</a>: Select the assignment titled Information Skills Activities: Middle School: Skill: Introduce a Topic. Follow the prompt direction, read the student writing samples, use the graphic organizer to analyze the samples and plan for your own writing. *This assignment will take 2 days. (<b>Printed in packet</b>).</p> <p><b>Independent Novel Reading: (Novels available at meal sites and activities in printed packet)</b> Read for 20 minutes and spend 10 minutes answering the reading comprehension questions that you are able to each</p>	<p><b>Reading Comprehension:</b> <a href="#">Wit and Wisdom</a> Module 4 Lesson 6 part 1 <b>Grammar Practice:</b> <a href="#">Khan Academy Grammar</a> <b>Writing Practice:</b> <a href="#">Writable Writing Task 4</a>: Select the assignment titled Information Skills Activities: Middle School: Skill: Introduce a Topic. Follow the prompt direction, read the student writing samples, use the graphic organizer to analyze the samples and plan for your own writing. *This assignment will take 2 days. (<b>Printed in packet</b>).</p> <p><b>Independent Novel Reading: (Novels available at meal sites and activities in printed packet)</b> Read for 20 minutes and spend 10 minutes answering the reading comprehension questions that you are able to each</p>

<p><b>Fine Arts</b> (15 Minutes)</p>	<p><b>Art</b> Read about Edward Hopper &amp; respond in written statement</p>	<p><b>Music</b> Read about &amp; listen to samples of Jazz (instrumental) &amp; respond in written statement</p>	<p><b>Art</b> Create original artwork inspired by Hopper &amp; write a response/reflection from prompt on solitude</p>	<p><b>Music</b> Listen to several samples of major Jazz artists &amp; write reflection/critique</p>	<p><b>Art</b> Continue with your Photo Journal, with theme of Cabin Fever</p>
<p><b>Science</b> (30 Minutes)</p>	<p><b>Motion and Speed: A Need for Speed</b> <u>Location</u> Describe your location inside of your house from the reference point of the front doorway. You don't need actual measurements for this, as you can use different objects to describe the location. Then describe your location inside of your house from a reference point on the moon.</p>	<p><b>Motion and Speed: A Need for Speed</b> <u>Average Speed</u> Calculate the average speed of a plane that travels 1,000 miles in 2.5 hours. Explain how you arrived at your answer.</p>	<p><b>Motion and Speed: A Need for Speed</b> <u>Velocity</u> 1. Draw a diagram that shows two objects going in the same direction but with different velocities. 2. Draw two objects traveling at the same speed but with different velocities. 3. Draw two objects with identical velocities. Describe speed and velocity in each diagram.</p>	<p><b>Motion and Speed: A Need for Speed</b> Select one:</p> <ul style="list-style-type: none"> <li>• Modeling Speed;</li> <li>• Map It;</li> <li>• Graph It;</li> <li>• A-Mazing;</li> <li>• Changing Speeds;</li> <li>• Speed but No Velocity?</li> </ul>	<p><b>Motion and Speed: A Need for Speed</b> Select one:</p> <ul style="list-style-type: none"> <li>• Modeling Speed;</li> <li>• Map It;</li> <li>• Graph It;</li> <li>• A-Mazing;</li> <li>• Changing Speeds;</li> <li>• Speed but No Velocity</li> </ul>

	<b>Introducing Baby Yoda</b> Have you ever considered what factors are needed to design and produce a new toy or game?  Read Baby Yoda and complete the “Introducing Baby Yoda” activity.	<b>Think About It!</b>  1. Reread Baby Yoda 2. Answer the questions that follow the article. 3. Highlight the section of the article that aided with your answering the questions.	<b>The Concept</b>  1. Draw or illustrate your toy or game. 2. Give your product a name. 3. Label the product’s parts. 4. Be sure to color your product. 5. Either explain how the toy will work or explain the object/ purpose of your game.	<b>The Proposal</b>  One thing that an entrepreneur has to do when attempting to sell a new product is to write a proposal. Customer base, competition, product evaluation, resources, and location are factors that should be considered when writing a proposal.  Complete the “Proposal” activity.	<b>The Pitch</b>  Now it’s time to pitch your new toy or game. On a separate sheet of paper, either draw an advertisement or to write a speech to persuade future customers to purchase your product.  Complete the “Pitch” activity.
<b>Social Emotional Learning/ Reflection (15 Minutes)</b>	<p><b>Self-Awareness</b> Anger is a normal emotion. It is how you act on that emotion that matters. Positive self-talk keeps anger from taking over by using the “thinking” part of the brain (the cortex)</p> <p>Journal about a time when you were able to get your anger under control.</p>	<p><b>Self-Awareness</b> Take a few deep breaths and think about a family member or friend you care about. Take a few minutes to wish that person well.</p>	<p><b>Self-Awareness</b> Avoiding stress leaves the situation unchanged and usually makes people feel worse. Coping with stress involves changing the situation or doing something to feel better and more in control.</p> <p>List some stressful things in your life.</p> <p>How do you know you feel stressed?</p>	<p><b>Self-Awareness</b> Think about three activities you enjoy doing while you are at home during this time of social distancing. Think about the upcoming week and schedule time to enjoy these activities.</p>	<p><b>Self-Awareness</b> List 3 good things that happened this week and explain how you contributed to the good things.</p>
<b>Student Daily Check-Off (check off each activity that you completed)</b>	<ul style="list-style-type: none"> <li>• Math</li> <li>• English</li> <li>• Physical Ed.</li> <li>• Fine Arts</li> <li>• Science</li> <li>• Social Studies</li> <li>• SEL/Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Math</li> <li>• English</li> <li>• Physical Ed.</li> <li>• Fine Arts</li> <li>• Science</li> <li>• Social Studies</li> <li>• SEL/Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Math</li> <li>• English</li> <li>• Physical Ed.</li> <li>• Fine Arts</li> <li>• Science</li> <li>• Social Studies</li> <li>• SEL/Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Math</li> <li>• English</li> <li>• Physical Ed.</li> <li>• Fine Arts</li> <li>• Science</li> <li>• Social Studies</li> <li>• SEL/Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Math</li> <li>• English</li> <li>• Physical Ed.</li> <li>• Fine Arts</li> <li>• Science</li> <li>• Social Studies</li> <li>• SEL/Reflection</li> </ul>



**Suggested Daily Schedule: Grades 6-8**

<b>Time</b>	<b>Activity</b>
<b>8:00 – 9:00 am</b>	Wake up, make your bed, eat breakfast and get ready for an awesome day!
<b>9:00 – 9:45 am</b>	Mathematics
<b>9:45- 10:00 am</b>	Physical Activity
<b>10:00– 10:45 am</b>	English Language Arts – Reading Comprehension
<b>10:45 – 11:00 am</b>	<b>15-Minute Break</b>
<b>11:00 – 11:15 am</b>	Art
<b>11:15 am – 12:00 pm</b>	English Language Arts - Novel
<b>12:00 – 1:00 pm</b>	<b>Lunch</b>
<b>1:00 – 1:30 pm</b>	Science
<b>1:30-1:45 pm</b>	<b>15-Minute Break</b>
<b>1:45-2:15 pm</b>	Social Studies
<b>2:15-2:30pm</b>	Social-Emotional Learning/Reflection



**Family Suggestions**

<b>Parent Suggestions</b>	<b>Student Suggestions</b>
<p><b>How can I support my student as a learner outside of school?</b></p> <ul style="list-style-type: none"> <li>• Familiarize yourself with your child's learning calendar.</li> <li>• Encourage your child to do their best when completing tasks and assignments.</li> <li>• Contact your child's teacher or the district's homework hotline when you or your child have questions or need feedback.</li> <li>• Support your child in starting the daily work early in the day. Waiting until the late afternoon or evening to start work adds unnecessary stress and creates missed opportunities for collaboration and feedback.</li> <li>• Remind your child to take frequent breaks to stay focused.</li> <li>• Consider designating a dedicated workspace to maximize time on task and facilitate learning.</li> </ul>	<p><b>How can I continue learning outside of school?</b></p> <ul style="list-style-type: none"> <li>• Complete work on your suggested learning calendar.</li> <li>• Put in your best effort when completing tasks and assignments.</li> <li>• Ask an adult to contact your teacher when you need help. Teachers are available via e-mail, your school's online learning program or on the district's homework hotline.</li> <li>• Let your teacher know if you have access to a phone or computer.</li> </ul> <p><b>How can I stay organized?</b></p> <ul style="list-style-type: none"> <li>• Start your work early. Waiting until the late afternoon or evening to start work adds unnecessary stress and creates missed opportunities for collaboration and feedback.</li> <li>• Take short breaks to increase focus and stay motivated to complete tasks on time.</li> <li>• Find a quiet place to complete your work.</li> </ul>

<b>Individual Support</b>	<b>Individualizing Supports</b>
	<ul style="list-style-type: none"> <li>• See "Individualizing Supports for Students" for more information on how to support your child at home with these assignments.</li> <li>• Additional materials are available online and at school meal sites: <ul style="list-style-type: none"> <li>• "Specially Designed Instruction for Students with IEPs" packets with instructional routines that can be used at home to address students' IEP goal areas.</li> <li>• Materials and resources for students with life skills needs and significant disabilities will also be available.</li> </ul> </li> </ul>

## English Language Learners

### Enrichment Packet

- Daily language learning is important! The following links/resources are available for students to access daily.
- ¡El aprendizaje diario de idiomas es importante! Los siguientes enlaces/recursos están disponibles para que los estudiantes accedan al aprendizaje diario de idiomas.
- Kujifunza lugha ya kila siku ni muhimu! Viungo vifuatavyo/rasilimali vinapatikana kwa wanafunzi kupata mafunzo ya lugha ya kila siku.
- दैनिक भाषा सिक्न महत्त्वपूर्ण छ! तलका लिंकहरू / स्रोतहरू विद्यार्थीहरूको लागि दैनिक भाषा सिक्ने पहुँचको लागि उपलब्ध छ न।

مهم ! الروابط /  
الموارد التالية متاحة للطلاب  
للوصول إلى تعلم اللغة اليومي.

## Individualizing Support for Students in Grades 6-12

### For Students Who Struggle with Reading

#### **Before Reading:**

- For content area reading (nonfiction), provide some background information about the topic addressed in the text. The scholar can go online to look up information on the topic. Have scholar find resources in his/her preferred learning modality (videos, simplified text, activities) and summarize the new information learned.
- Look through the reading passage or book and look at pictures, graphics, and text features such as headings, captions, bolded words, etc. Discuss what you see and make a prediction about what you think will happen. During and after reading, adjust the prediction based on what you read.
- Look through the reading passage or book and identify difficult or unusual words. Have scholar practice decoding these words (reading them aloud). Provide meanings for these words. Create a vocabulary dictionary of these words to refer to later.

#### **During Reading:**

- **Accommodations:** Allow scholar to read aloud if they need to. Provide an audio recording of the text if available.
- **Chunking:** Read one paragraph or section at a time, and check for understanding by asking student to summarize or paraphrase what was read before moving to the next section.
- Make real-world connections (does the book remind you of something in your life? Another book, a movie, etc.)
- Stop and ask questions while reading. Ask questions with answers that can either be found in the reading or could be predictions about what might happen after the passage/story ends.

#### **After Reading:**

- For literature/fiction reading, have your scholar summarize what they read. Use the “5 W’s”
  - Who was the story/passage about?
  - What was the story/passage about? Make sure to include the main idea, some details, and how the story/passage ended
    - What did the character(s) learn?
    - What would be a good title for the story/passage? If one is provided already, what would be a different title you would give the story/passage?
  - When did the story/passage occur? This would be most important for informative and historical passages
  - Where did the story/passage occur?
  - Why? This can be many things, why did a specific character act in a certain manner? Why was a decision made? etc.
  - How? If there was a problem discussed ask how your scholar would have solved the problem differently, or how did that make you feel?
- For nonfiction reading/content area reading, have your scholar summarize what he/she has learned from the text and how he/she would apply the learning to real life.
- Allow an “open book” policy. Make sure that the scholar shows exactly where in the text he/she is getting the information to answer whatever question has been posed.



### For Students Who Struggle with Written Assignments

- Have scholar dictate assignments into a phone's "notes" app or computer with speech-to-text technology. Most speech-to-text will also respond to commands to add punctuation (by saying "comma," "period," etc.). Student can then print out their writing, or copy it into their own handwriting.
- Write one sentence at a time, then have someone read it aloud to make sure it makes sense.
- Provide examples of quality writing that meets the task criteria.
- Accept a written assignment that is shorter than what is expected, as long as the task criteria are met.

### For Students Who Struggle with Math Assignments

- Find a video of someone completing a similar task and have scholar watch it multiple times. Excellent resources for this are YouTube, Khan Academy, and LearnZillion.
- **Talk about math:** Have student explain a problem and its solution in mathematical terms. Have student teach a skill to another student. If they can teach it, they understand it.
- **Accommodations:** For tasks that require problem-solving, allow use of a calculator. Teach student how to use the calculator to accurately solve problems with multiple steps. Also provide access to anchor sheets for math procedures that may not be memorized, such as formulas.
- **Chunk assignments for easier completion/to ease frustration:** If there are 20 math problems to solve, complete 10 and take a break to move around. After the break go back and finish the other 10
- **Fractions:** use round food items to discuss fractions. Example: Cut a frozen pizza into 8 pieces and talk about pieces individually (1 piece is  $\frac{1}{8}$ ) or in parts together (2 pieces is  $\frac{2}{8}$  or  $\frac{1}{4}$ ). Compare and contrast pieces of different sizes.
- **Graph paper:** use graph paper to organize work and problems, and to model mathematical situations visually.
- **Manipulatives:** any small item can be used as a manipulative to help with basic facts. Examples: coins, blocks, pieces of paper cut into smaller pieces. There are also virtual manipulatives online (Google "virtual math manipulatives").
- **Measurement, Money, and Time:**
  - Bake something and have your child measure out all of the ingredients for the recipe.
  - Have your child measure different items around the house and compare the sizes (What is bigger? What is smaller? How many \_\_\_ does it take to measure the couch?)
  - Take a walk outside for a movement break. While walking have them time how long it takes to go for the walk and get back home. Pick something outside like houses and have them count how many they pass while walking. You can also practice skip counting while you walk (example: for each step you take count by 2s, or 5s, or 10s).
  - Create a store using items around your house. Label each item with a dollar amount and have your child "shop" in your store or have them act as the cashier and make change.
  - Create a schedule for the day with times attached. Start with times on the hour and then get progressively more difficult with times on the half hour and quarter hour. Give a specific time they can play a game or use tech. This will help work on math skills and will also help keep your child focused on different tasks throughout the day!
- **Reference materials:** create a number line, hundreds chart, or anchor charts (worked examples) to help with math calculation, counting, and problem-solving.
- **Patterns:** use blocks or toys of similar colors to make a pattern. Example: 3 red Legos, 2 blue Legos, 3 yellow Legos, repeat.
- **Sorting:** Gather a group of toys and have your child sort them based on similar attributes (color, size, shape, etc.). Do the same with a set of books and have your child sort them based on fiction vs. nonfiction, type of book, etc.

- **Make it fun!** Practice math skills using games and things you might already have around the house and turn real-life activities into mathematical opportunities.
  - A deck of cards: each person draws 2 cards and then adds, subtracts, or multiply the numbers reflected on the cards.
  - Dice: can be used the same way as a deck of cards to work on basic facts or create multi-digit problems to solve.
  - Yahtzee: basic addition
  - Connect Four, Othello: problem solving, and strategic thinking
  - Puzzles: perfect for working on spatial awareness, which is key to geometry
  - Monopoly: have your child be the “banker” to work on money skills
  - Battleship: graphing coordinates
  - Uno: use numbers on cards to create calculation problems

**For Students Who Struggle with Focus, Attention, and/or Study Skills**

- Given scholar very clear written (or visual) directions of what to work on and what successful completion of the task looks like. Have scholar self-monitor whether or not he/she has completed all parts of the task.
- Use a timer, starting with a very brief amount of time (even 5-10 minutes is ok). After the timer “beeps,” provide student with a brief break (5 minutes) before continuing. Work to increase the amount of time for each work interval, up to 25 minutes.
- Provide a reward, such as a sticker or carrot, for every successful interval of on-task behavior.
- Only give one assignment or task at a time, but also provide scholar with a calendar or daily schedule to refer to so it is clear what to expect next.
- Have older students model study skills for younger children.

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

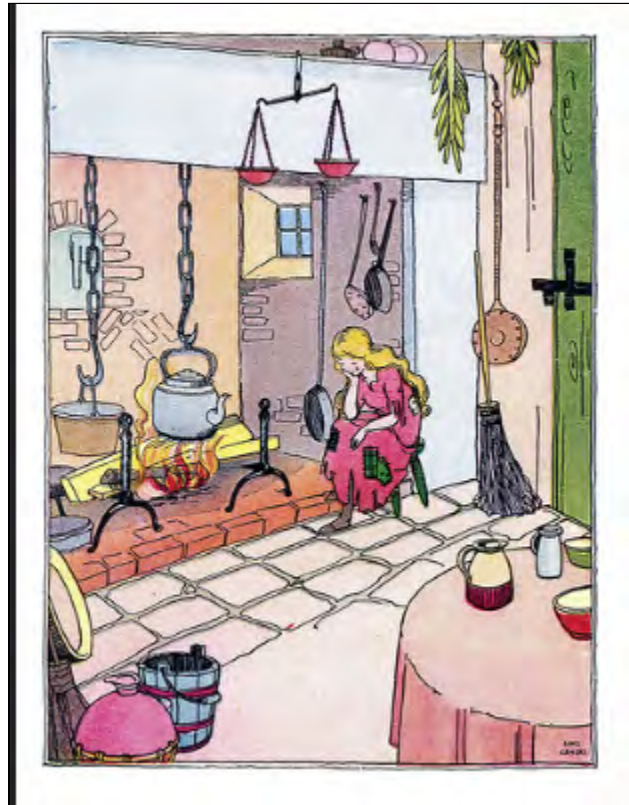
# Cinderella

By Charles Perrault  
1697

*French author Charles Perrault is often called the "father of the fairy tale" for his well known tales such as "Little Red Riding Hood," "Puss in Boots," "Sleeping Beauty," and "Cinderella." Cinderella is a famous folk tale, a story that has been passed down for many generations, about a young woman trying to overcome the cruelty of some of her family. There are numerous different versions of the story, with historical roots in places as far apart as China and Italy. This version, by Perrault, is the first to include the famous pumpkin, fairy godmother, and glass slippers. As you read, take notes on how Cinderella and her stepsisters treat each other throughout the story.*

[1] Once there was a gentleman who married, for his second wife, the proudest and most haughty<sup>1</sup> woman that was ever seen. She had, by a former husband, two daughters of her own, who were, indeed, exactly like her in all things. He had likewise, by another wife, a young daughter, but of unparalleled<sup>2</sup> goodness and sweetness of temper, which she took from her mother, who was the best creature in the world.

No sooner were the ceremonies of the wedding over but the stepmother began to show herself in her true colors. She could not bear the good qualities of this pretty girl, and the less because they made her own daughters appear the more odious.<sup>3</sup> She employed her in the meanest work of the house. She scoured<sup>4</sup> the dishes, tables, etc., and cleaned madam's chamber, and those of misses, her daughters. She slept in a sorry garret,<sup>5</sup> on a wretched<sup>6</sup> straw bed, while her sisters slept in fine rooms, with floors all inlaid, on beds of the very newest fashion, and where they had looking glasses<sup>7</sup> so large that they could see themselves at their full length from head to foot.



"1920s-Cinderella" by clotho98 is licensed under CC BY-NC 2.0

1. **Haughty (adjective):** arrogant
2. **Unparalleled (adjective):** having no equal
3. **Odious (adjective):** extremely unpleasant; repulsive
4. to clean or brighten the surface of (something) by rubbing it
5. a very small top-floor or attic room
6. **Wretched (adjective):** of poor quality; very bad
7. an archaic term referring to a mirror

The poor girl bore it all patiently, and dared not tell her father, who would have scolded her; for his wife governed him entirely. When she had done her work, she used to go to the chimney corner, and sit down there in the cinders and ashes, which caused her to be called Cinderwench. Only the younger sister, who was not so rude and uncivil<sup>8</sup> as the older one, called her Cinderella. However, Cinderella, notwithstanding her coarse apparel,<sup>9</sup> was a hundred times more beautiful than her sisters, although they were always dressed very richly.

It happened that the king's son gave a ball, and invited all persons of fashion to it. Our young misses were also invited, for they cut a very grand figure among those of quality. They were mightily delighted at this invitation, and wonderfully busy in selecting the gowns, petticoats,<sup>10</sup> and hair dressing that would best become them. This was a new difficulty for Cinderella; for it was she who ironed her sister's linen and pleated their ruffles. They talked all day long of nothing but how they should be dressed.

[5] "For my part," said the eldest, "I will wear my red velvet suit with French trimming."

"And I," said the youngest, "shall have my usual petticoat; but then, to make amends<sup>11</sup> for that, I will put on my gold-flowered cloak, and my diamond stomacher,<sup>12</sup> which is far from being the most ordinary one in the world."

They sent for the best hairdresser they could get to make up their headpieces and adjust their hairdos, and they had their red brushes and patches from Mademoiselle de la Poche.

They also consulted Cinderella in all these matters, for she had excellent ideas, and her advice was always good. Indeed, she even offered her services to fix their hair, which they very willingly accepted. As she was doing this, they said to her, "Cinderella, would you not like to go to the ball?"

"Alas!" said she, "you only jeer<sup>13</sup> me; it is not for such as I am to go to such a place."

[10] "You are quite right," they replied. "It would make the people laugh to see a Cinderwench at a ball."

Anyone but Cinderella would have fixed their hair awry, but she was very good, and dressed them perfectly well. They were so excited that they hadn't eaten a thing for almost two days. Then they broke more than a dozen laces trying to have themselves laced up tightly enough to give them a fine slender<sup>14</sup> shape. They were continually in front of their looking glass.

At last the happy day came. They went to court, and Cinderella followed them with her eyes as long as she could. When she lost sight of them, she started to cry.

Her godmother, who saw her all in tears, asked her what was the matter.

"I wish I could. I wish I could." She was not able to speak the rest, being interrupted by her tears and sobbing.

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8. **Uncivil (adjective):** discourteous or impolite

9. clothing

10. A petticoat was a common article of clothing worn by women underneath a dress.

11. to make up

12. A stomacher was a piece of decorative cloth worn over the chest.

13. **Jeer (verb):** to make rude and mocking remarks

14. **Slender (adjective):** thin

[15] This godmother of hers, who was a fairy, said to her, "You wish that you could go to the ball; is it not so?"

"Yes," cried Cinderella, with a great sigh.

"Well," said her godmother, "be but a good girl, and I will contrive<sup>15</sup> that you shall go." Then she took her into her chamber, and said to her, "Run into the garden, and bring me a pumpkin."

Cinderella went immediately to gather the finest she could get, and brought it to her godmother, not being able to imagine how this pumpkin could help her go to the ball. Her godmother scooped out all the inside of it, leaving nothing but the rind. Having done this, she struck the pumpkin with her wand, and it was instantly turned into a fine coach,<sup>16</sup> gilded all over with gold.<sup>17</sup>

She then went to look into her mousetrap, where she found six mice, all alive, and ordered Cinderella to lift up a little the trapdoor. She gave each mouse, as it went out, a little tap with her wand, and the mouse was that moment turned into a fine horse, which altogether made a very fine set of six horses of a beautiful mouse colored dapple gray.

[20] Being at a loss for a coachman,<sup>18</sup> Cinderella said, "I will go and see if there is not a rat in the rat trap that we can turn into a coachman."

"You are right," replied her godmother, "Go and look."

Cinderella brought the trap to her, and in it there were three huge rats. The fairy chose the one which had the largest beard, touched him with her wand, and turned him into a fat, jolly coachman, who had the smartest whiskers that eyes ever beheld.

After that, she said to her, "Go again into the garden, and you will find six lizards behind the watering pot. Bring them to me."

She had no sooner done so but her godmother turned them into six footmen, who skipped up immediately behind the coach, with their liveries<sup>19</sup> all bedaubed<sup>20</sup> with gold and silver, and clung as close behind each other as if they had done nothing else their whole lives. The fairy then said to Cinderella, "Well, you see here an equipage<sup>21</sup> fit to go to the ball with; are you not pleased with it?"

[25] "Oh, yes," she cried; "but must I go in these nasty rags?"

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15. **Contrive (verb):** to bring about or create; to plan

16. a horse-drawn carriage

17. covered thinly with gold leaf or gold paint

18. someone who drives a coach

19. special uniforms

20. covered

21. the equipment for a particular purpose or, historically, a carriage and horses with attendants

Her godmother then touched her with her wand, and, at the same instant, her clothes turned into cloth of gold and silver, all beset with jewels. This done, she gave her a pair of glass slippers, the prettiest in the whole world. Being thus decked out, she got up into her coach; but her godmother, above all things, commanded her not to stay past midnight, telling her, at the same time, that if she stayed one moment longer, the coach would be a pumpkin again, her horses mice, her coachman a rat, her footmen lizards, and that her clothes would become just as they were before.

She promised her godmother to leave the ball before midnight; and then drove away, scarcely<sup>22</sup> able to contain herself for joy. The king's son, who was told that a great princess, whom nobody knew, had arrived, ran out to receive her. He gave her his hand as she alighted<sup>23</sup> from the coach, and led her into the hall, among all the company. There was immediately a profound<sup>24</sup> silence. Everyone stopped dancing, and the violins ceased<sup>25</sup> to play, so entranced was everyone with the singular beauties of the unknown newcomer.

Nothing was then heard but a confused noise of, "How beautiful she is! How beautiful she is!"

The king himself, old as he was, could not help watching her, and telling the queen softly that it was a long time since he had seen so beautiful and lovely a creature.

[30] All the ladies were busied in considering her clothes and headdress, hoping to have some made next day after the same pattern, provided they could find such fine materials and as able hands to make them.

The king's son led her to the most honorable seat, and afterwards took her out to dance with him. She danced so very gracefully that they all more and more admired her. A fine meal was served up, but the young prince ate not a morsel,<sup>26</sup> so intently was he busied in gazing on her.

She went and sat down by her sisters, showing them a thousand civilities,<sup>27</sup> giving them part of the oranges and citrons<sup>28</sup> which the prince had presented her with, which very much surprised them, for they did not know her. While Cinderella was thus amusing her sisters, she heard the clock strike eleven and three-quarters, whereupon she immediately made a curtsy to the company and hurried away as fast as she could.

Arriving home, she ran to seek out her godmother, and, after having thanked her, she said she could not but heartily wish she might go to the ball the next day as well, because the king's son had invited her.

As she was eagerly telling her godmother everything that had happened at the ball, her two sisters knocked at the door, which Cinderella ran and opened.

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22. **Scarcely** (*adverb*): barely, hardly
  23. to exit from a train, bus, or other form of transportation
  24. **Profound** (*adjective*): very great or intense
  25. **Cease** (*verb*): to stop
  26. **Morsel** (*noun*): a small piece
  27. formal politeness and courtesy in behavior or speech
  28. fruits such as lemons and limes

[35] “You stayed such a long time!” she cried, gaping, rubbing her eyes and stretching herself as if she had been sleeping; she had not, however, had any manner of inclination<sup>29</sup> to sleep while they were away from home.

“If you had been at the ball,” said one of her sisters, “you would not have been tired with it. The finest princess was there, the most beautiful that mortal eyes have ever seen. She showed us a thousand civilities, and gave us oranges and citrons.”

Cinderella seemed very indifferent<sup>30</sup> in the matter. Indeed, she asked them the name of that princess; but they told her they did not know it, and that the king’s son was very uneasy on her account and would give all the world to know who she was. At this Cinderella, smiling, replied, “She must, then, be very beautiful indeed; how happy you have been! Could not I see her? Ah, dear Charlotte, do lend me your yellow dress which you wear every day.”

“Yes, to be sure!” cried Charlotte; “lend my clothes to such a dirty Cinderwench as you are! I should be such a fool.”

Cinderella, indeed, well expected such an answer, and was very glad of the refusal; for she would have been sadly put to it, if her sister had lent her what she asked for jestingly.<sup>31</sup>

[40] The next day the two sisters were at the ball, and so was Cinderella, but dressed even more magnificently than before. The king’s son was always by her, and never ceased his compliments and kind speeches to her. All this was so far from being tiresome to her, and, indeed, she quite forgot what her godmother had told her. She thought that it was no later than eleven when she counted the clock striking twelve. She jumped up and fled, as nimble as a deer. The prince followed, but could not overtake her. She left behind one of her glass slippers, which the prince picked up most carefully. She reached home, but quite out of breath, and in her nasty old clothes, having nothing left of all her finery but one of the little slippers, the mate to the one that she had dropped.

The guards at the palace gate were asked if they had not seen a princess go out. They replied that they had seen nobody leave but a young girl, very shabbily<sup>32</sup> dressed, and who had more the air of a poor country wench than a gentlewoman.

When the two sisters returned from the ball Cinderella asked them if they had been well entertained, and if the fine lady had been there.

They told her, yes, but that she hurried away immediately when it struck twelve, and with so much haste<sup>33</sup> that she dropped one of her little glass slippers, the prettiest in the world, which the king’s son had picked up; that he had done nothing but look at her all the time at the ball, and that most certainly he was very much in love with the beautiful person who owned the glass slipper.

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29. **Inclination** (*noun*): a desire, interest, or natural attitude towards something

30. **Indifferent** (*adjective*): having no particular interest in or sympathy towards something

31. **Jestingly** (*adverb*): jokingly

32. **Shabbily** (*adverb*): showing signs of wear and tear

33. **Haste** (*noun*): speed or hurry, often made with urgency

What they said was very true; for a few days later, the king's son had it proclaimed,<sup>34</sup> by sound of trumpet, that he would marry her whose foot this slipper would just fit. They began to try it on the princesses, then the duchesses and all the court, but in vain; it was brought to the two sisters, who did all they possibly could to force their foot into the slipper, but they did not succeed.

[45] Cinderella, who saw all this, and knew that it was her slipper, said to them, laughing, "Let me see if it will not fit me."

Her sisters burst out laughing, and began to banter<sup>35</sup> with her. The gentleman who was sent to try the slipper looked earnestly<sup>36</sup> at Cinderella, and, finding her very handsome, said that it was only just that she should try as well, and that he had orders to let everyone try.

He had Cinderella sit down, and, putting the slipper to her foot, he found that it went on very easily, fitting her as if it had been made of wax. Her two sisters were greatly astonished, but then even more so, when Cinderella pulled out of her pocket the other slipper, and put it on her other foot. Then in came her godmother and touched her wand to Cinderella's clothes, making them richer and more magnificent than any of those she had worn before.

And now her two sisters found her to be that fine, beautiful lady whom they had seen at the ball. They threw themselves at her feet to beg pardon for all the ill treatment they had made her undergo. Cinderella took them up, and, as she embraced them, said that she forgave them with all her heart, and wanted them always to love her.

She was taken to the young prince, dressed as she was. He thought she was more charming than before, and, a few days after, married her. Cinderella, who was no less good than beautiful, gave her two sisters lodgings<sup>37</sup> in the palace, and that very same day matched them with two great lords of the court.

[50] Moral: Beauty in a woman is a rare treasure that will always be admired. Graciousness,<sup>38</sup> however, is priceless and of even greater value. This is what Cinderella's godmother gave to her when she taught her to behave like a queen. Young women, in the winning of a heart, graciousness is more important than a beautiful hairdo. It is a true gift of the fairies. Without it nothing is possible; with it, one can do anything.

Another moral: Without doubt it is a great advantage to have intelligence, courage, good breeding,<sup>39</sup> and common sense. These, and similar talents come only from heaven, and it is good to have them. However, even these may fail to bring you success, without the blessing of a godfather or a godmother.

*"Cinderella" by Charles Perrault (1697) is in the public domain.*

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34. **Proclaim (verb):** to announce
  35. **Banter (verb):** to speak in a friendly and teasing way
  36. **Earnest (adjective):** serious and sincere
  37. a room or place to sleep; a form of shelter
  38. kindness
  39. upbringing



## Text-Dependent Questions

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

1. Part A: At the beginning of the story, how is Cinderella treated differently than her stepsisters?
  - A. Cinderella is forced by her stepmother to live in a smaller room and do harder work.
  - B. Cinderella lives and works in a different city.
  - C. Cinderella and her stepsisters are all treated the same.
  - D. Cinderella is forced by her stepmother to live in a smaller room and wear a glass slipper.
  
2. PART B: Which phrase from the text best supports the answer to Part A?
  - A. "She employed her in the meanest work of the house." (Paragraph 2)
  - B. "It happened that the king's son gave a ball" (Paragraph 4)
  - C. "They sent for the best hairdresser they could get to make up their headpieces and adjust their hairdos..." (Paragraph 7)
  - D. "she dropped one of her little glass slippers, the prettiest in the world, which the king's son had picked up" (Paragraph 43)
  
3. What does paragraph 18 contribute to the structure of the overall story?
  - A. It explains why Cinderella wants to go to the ball.
  - B. It explains how Cinderella's stepsisters get to the ball in a magic carriage.
  - C. It explains how the fairy godmother's magic is used to help Cinderella get to the ball.
  - D. It explains why Cinderella lives in an attic instead of a nicer room.
  
4. At the end of the story, how does Cinderella treat her stepsisters? What does this reveal about her character?

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5. What is the author's purpose in the final two paragraphs?

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# April 27 – May 1: Middle School Activities for Independent Novel

Directions: Choose one of the activities below when you get to the midpoint of your novel.

## ★ **Thinking differently**

Choose 3 important events from the text and explain how you would have handled them differently to the characters in the story.

Explain how it may have changed the outcome of the story in either a small or major way.



### **THINKING DIFFERENTLY**

Choose 3 important events from the text and explain how you would have handled them differently to the characters in the story.

Explain how it may have changed the outcome of the story in either a small or major way.

Be insightful here and think of the cause and effect. Sometimes your smallest action can have a major impact on others.

## ★ **"You have three wishes"**



A genie lands in the midpoint of the story you have just read and grants the two main characters three wishes.

What do they wish for and why?  
Finally, would their wishes have changed anything about the story? How so?

### **YOU HAVE THREE WISHES**

A genie lands in the midpoint of the story you have just read and grants the two main characters three wishes.

What do they wish for and why?

Finally, would their wishes have changed anything about the story? How so?

Again think about the cause and effect relationship and how this may have altered the path of the book you have been reading.

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

# “The Worst Birthday” from Harry Potter and the Chamber of Secrets

By J.K. Rowling  
1998

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

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

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

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

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

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

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

“I want more bacon.”

“There’s more in the frying pan, sweetums,” said Aunt Petunia, turning misty eyes on her massive<sup>1</sup> son. “We must build you up while we’ve got the chance... I don’t like the sound of that school food...”

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



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

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

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

"Pass the frying pan."

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

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

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

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

"But I —"

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

"I just —"

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Harry looked up, hardly daring to believe it.

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

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

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

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

"Good, good. And Dudley?"

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

"They'll *love* him!" cried Aunt Petunia rapturously.<sup>2</sup>

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

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

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

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

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

"My perfect little gentleman!" sniffed Aunt Petunia.

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

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

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

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

"Perfect... Dudley?"

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

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

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



[55] “Too right, you will,” said Uncle Vernon forcefully. “The Masons don’t know anything about you and it’s going to stay that way. When dinner’s over, you take Mrs. Mason back to the lounge for coffee, Petunia, and I’ll bring the subject around to drills. With any luck, I’ll have the deal signed and sealed before the news at ten. We’ll be shopping for a vacation home in Majorca<sup>3</sup> this time tomorrow.”

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

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

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

“Happy birthday to me... happy birthday to me...”

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

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

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

Not that his whole year at Hogwarts had been fun. At the very end of last term, Harry had come face-to-face with none other than Lord Voldemort himself. Voldemort might be a ruin of his former self, but he was still terrifying, still cunning,<sup>4</sup> still determined to regain power. Harry had slipped through Voldemort’s clutches for a second time, but it had been a narrow escape, and even now, weeks later, Harry kept waking in the night, drenched in cold sweat, wondering where Voldemort was now, remembering his livid<sup>5</sup> face, his wide, mad eyes —

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

[65] Harry jumped to his feet just as a jeering<sup>6</sup> voice floated across the lawn.

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

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

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

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

The huge eyes blinked and vanished.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

“Remember, boy — one sound —”

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

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

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

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7. a British word for dessert

## Text-Dependent Questions

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

1. PART A: What is the central idea of the passage?
  - A. Harry feels alone because his family fears his powers, and he can't be around his friends where he feels comfortable expressing himself.
  - B. Harry completes chores for Petunia because he believes that being obedient is important to supporting a strong and united family.
  - C. Harry behaves and decides not to cast any spells because he cannot use magic outside of school and he is afraid the Dursleys will find out about his magical powers.
  - D. Harry argues with Uncle Vernon because he believes his uncle's hatred of people who are different is unfair, and he wants his uncle to treat all people fairly.
  
2. PART B: What evidence from the text best supports the answer from Part A?
  - A. "Harry tried to argue back but his words were drowned by a long, loud belch from the Dursleys' son, Dudley." (Paragraph 6)
  - B. "Ever since Harry had come home for the summer holidays, Uncle Vernon had been treating him like a bomb that might go off at any moment, because Harry Potter wasn't a normal boy." (Paragraph 23)
  - C. "Aunt Petunia knew he hadn't really done magic, but he still had to duck as she aimed a heavy blow at his head with the soapy frying pan." (Paragraph 80)
  - D. "While Dudley lolled around watching and eating ice cream, Harry cleaned the windows, washed the car, mowed the lawn, trimmed the flowerbeds, pruned and watered the roses, and repainted the garden bench." (Paragraph 81)
  
3. PART A: Which of the following best defines what Uncle Vernon means when he says "abnormality" in Paragraph 19?
  - A. Harry's evil nature
  - B. Harry's special powers
  - C. Harry's different appearance from the Dursleys
  - D. Harry's teasing attitude
  
4. PART B: What quote from the text best supports this definition?
  - A. "'HOW DARE YOU THREATEN DUDLEY!' roared Uncle Vernon, pounding the table with his fist." (Paragraph 17)
  - B. "Uncle Vernon sat back down...watching Harry closely out of the corners of his small, sharp eyes." (Paragraph 22)
  - C. "Uncle Vernon had been treating him like a bomb that might go off at any moment" (Paragraph 23)
  - D. "As a matter of fact, he was as not normal as it is possible to be. Harry Potter was a wizard." (Paragraphs 23-24)

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

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8. How does the point of view contribute to how the events are described in the passage?

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## 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. The Dursleys treat Harry very cruelly in regards to his magic. How does fear drive their actions? How does fear control us, and why might it be hard to be tolerant of others when afraid?
2. Harry must hide his magical powers from the Dursleys. Have you ever been in a situation where you had to hide something about yourself? Is it better to hide your true self around people who may not accept you or is it better to feel comfortable to be yourself?
3. Harry is treated differently from Dudley in the Dursley household. What message do you think the author wants to convey about what is fair? Is it fair that Harry is punished when he threatens Dudley with magic? Describe a time when you have been treated unfairly in your own life.
4. Harry spends his summer surrounded by family, yet his magic isolates him. In the context of the passage, what does it mean to feel alone?

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

## **Pairing Questions for "The Worst Birthday" from Harry Potter and the Chamber of Secrets" and "Cinderella"**

**Directions:** *After reading the texts, choose the best answer for the multiple-choice questions below and respond to the writing questions in complete sentences.*

1. Which of the following statements would Harry Potter and Cinderella agree on? [RL.3, RL.9]
- A. Children get fresh starts when their families change.
  - B. Children feel like outsiders when there is a change in the family.
  - C. Children feel closer to their parents when there is a change in the family.
  - D. Children wonder what they did wrong when there is a change in the family.

2. Compare and contrast Harry Potter and Cinderella's reactions to being treated as outsiders by their families. [RL.3, RL.9]

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## Middle School Week 4 Writing Activity: Information Skills Activity: Introduce a Topic

**Directions:** Read the prompt below. Read and analyze the provided student writing samples. Use the graphic organizer to catch your notes as you read and think. Choose a topic connected to a historical event that interests you, and try to find some information through searching online or talking to family and friends. Use the graphic organizer to plan for your writing, and write your article introduction.

### ▼ Prompt

Imagine that you are writing an informative article about an event from Modern History that you know about. Some possible topics include:

- \* wars such as the American Civil War, World War I, or World War II
- \* protest movements such as the Civil Rights Movement of the 1960s or the Woman Suffrage Movement
- \* issues around culture and science such as space missions and the Internet

Write just the Introduction to your article, focusing on hooking your reader, giving some background information, and introducing your topic clearly. You may wish to briefly research your topic to search for important details you can use in your introduction.

1. **Read** and analyze the Student Samples, noticing how each writer introduces the topic and evaluating which introduction is the strongest.
2. **Choose** a topic (a historical event) and do some brief research. Create a hook and plan how you'll introduce your topic.
3. **Write** your Article Introduction.





## Student Samples: Grades 6-8

*Below are the introductory paragraphs of three Student Sample essays. In this assignment, students were asked to explain the effects of the Great Depression on people who lived through it. The first Student Sample was written by a sixth-grader.*

### Effects of The Great Depression

The Great Depression affected the people that lived through it in many ways. The things at I am going to explain are some of the things that affected the people who lived through the Great Depression. Having barely any money was one of the things that affected them. Also having less supplies affected them too. Having to take care of kids too also might have affected the people during the Great Depression.



*The second Student Sample was written by a seventh-grader.*

## **Living Through The Great Depression**

The Great Depression affected many people especially those who lived through it. With that said the main point of this essay is how people who lived through the Depression were affected during it.



*The third Student Sample was written by an eighth-grader.*

## **Dignity and Hope**

The Great Depression. This notorious event put America's hope to the test, leaving Americans economically and mentally drained. The Great Depression devastated America and will never be forgotten. If not for Franklin Delano Roosevelt and his beneficial "New Deal", who knows what horrid ruins would remain as a result of The Great Depression?

## Analyze the Student Samples

Use this chart to analyze the strength of each introductory paragraph.

### Student Sample 1

**Hook:** How does the writer try to hook the reader?

**Copy & Paste:** Copy the hook from the text and paste it here if you can.

**Reflect:** Did it hook you? Why or why not?

**Copy & Paste:** Highlight background information (if you can find it) and paste it here.

**Reflect:** Does the introduction give you a clear sense of what the essay will be about? Why or why not?

**Word Choice** Is the language confusing, repetitive, or clear? Why? Include an example.

### Student Sample 2

**Hook:** How does the writer try to hook the reader?

**Copy & Paste:** Copy the hook from the text and paste it here if you can.

**Reflect:** Did it hook you? Why or why not?

**Copy & Paste:** Highlight background information (if

you can find it) and paste it here.

**Reflect:** Does the introduction give you a clear sense of what the essay will be about? Why or why not?

**Word Choice** Is the language confusing, repetitive, or clear? Why? Include an example.

### Student Sample 3

**Hook:** How does the writer try to hook the reader?

**Copy & Paste:** Copy the hook from the text and paste it here if you can.

**Reflect:** Did it hook you? Why or why not?

**Copy & Paste:** Highlight background information (if you can find it) and paste it here.

**Reflect:** Does the introduction give you a clear sense of what the essay will be about? Why or why not?

**Word Choice** Is the language confusing, repetitive, or clear? Why? Include an example.

## Plan Your Article Introduction

Use this chart to plan your Article Introduction. Then use your answers to help write your introduction

### Article Introduction Planner

**Topic:** Choose a historical event that you know about.

What is your topic?

What was the effect of this historical event?

**Main Idea:** Write a few details answering this question. Do some brief research if you need to refresh your memory.

How will you hook your reader?

**Hook:** Use an interesting fact, anecdote, or statement to grab the reader's attention.

How will you introduce your topic and hint at what is to come?

**Background and Preview:** List some information that would be good to include so your topic is clear.

## Describe Distributions

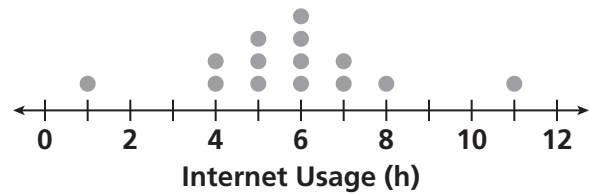
You can use the patterns that you see in data as well as the measures of center and measures of variability to describe the **distribution** of the data.

The dot plot shows the number of hours each student in Ms. Hager's class spent on the Internet last week. Describe the distribution of the data.

- A.** Determine the mean, median, and mode.

$$\text{mean} = \frac{81}{14} \approx 5.79; \text{median} = 6, \text{mode} = 6$$

- B.** Interpret how well the mean, median and mode describe the data.



The mean, median, and mode all describe the data well because they are all close to one another.

- 1.** Find the median, range, upper quartile, lower quartile, and interquartile range.

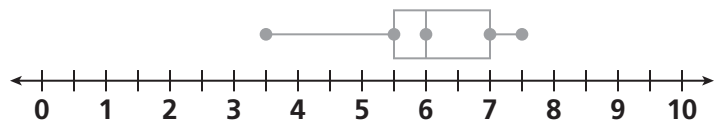
median: \_\_\_\_\_

range: \_\_\_\_\_

lower quartile: \_\_\_\_\_

upper quartile: \_\_\_\_\_

interquartile range: \_\_\_\_\_



- 2.** State the mean, median, and mode. Which measure of center best describes the distribution? Explain.

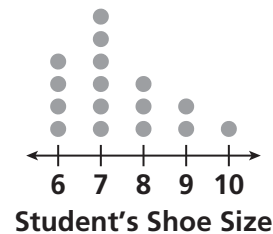
mean: \_\_\_\_\_

median: \_\_\_\_\_

mode: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## Describe Distributions

1. The number of kites being flown at the park is summarized in the table.

Number of Kites	1	2	3	4	5	6	7	8	9
Frequency	5	6	3	3	2	1	0	0	1

- A. What statistical question could have been asked to collect the data?

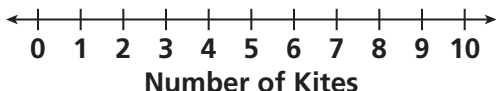
\_\_\_\_\_

- B. Why is a dot plot a good choice to display this data?

\_\_\_\_\_

- C. Make a dot plot for the data.

**Kite Flying at the Park**



- D. Describe the shape, distribution, and range of the data.

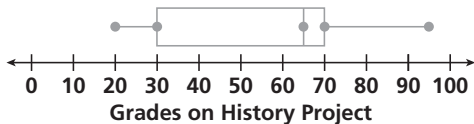
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- E. Draw one conclusion about the data based on a fact from Part D.

\_\_\_\_\_  
\_\_\_\_\_

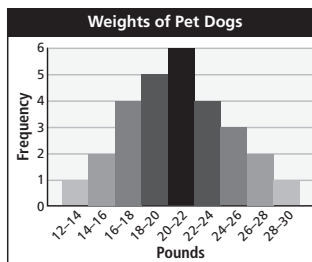
Describe the distribution of data based on the display.

- 2.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 3.



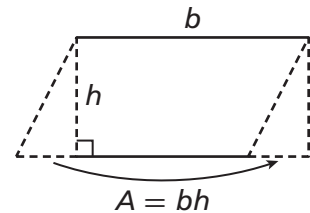
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## Develop and Use the Formula for Area of Parallelograms

A **quadrilateral** is a polygon with four sides and four angles.

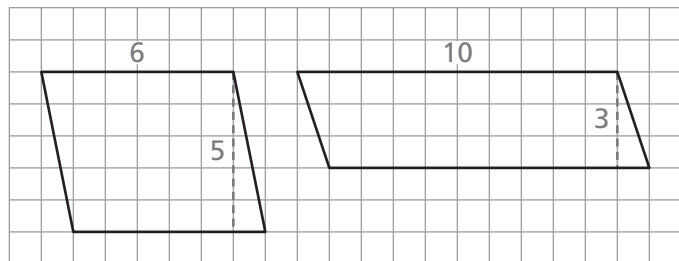
A **parallelogram** is a quadrilateral that has two pairs of parallel sides.

You can find the area of a parallelogram by multiplying the measure of its base,  $b$ , by the measure of its height,  $h$ .



Which parallelogram has the greater area? Explain.

- For each parallelogram, draw a dashed line to represent the height from a vertex at the top of the parallelogram to the base.
- Find the length of the base and the height in each parallelogram.
- Use the formula for determining the area of a parallelogram,  $A = bh$ , to find the area of each parallelogram.
- Answer the question.

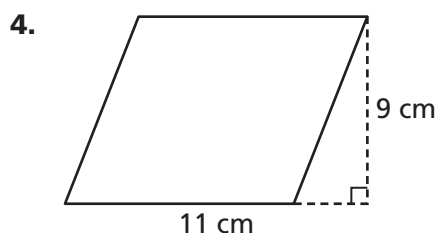
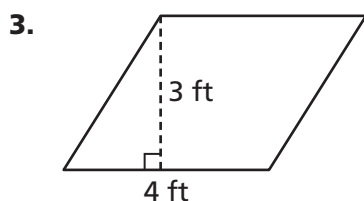
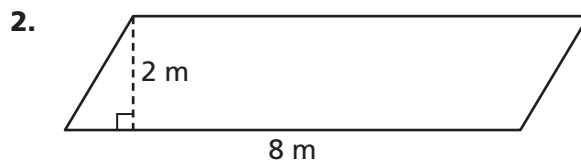
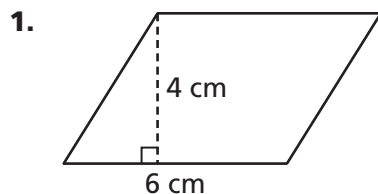


$$A = 6 \times 5 = 30 \text{ units}^2$$

$$A = 10 \times 3 = 30 \text{ units}^2$$

The parallelograms have the same area,  $30 \text{ units}^2$

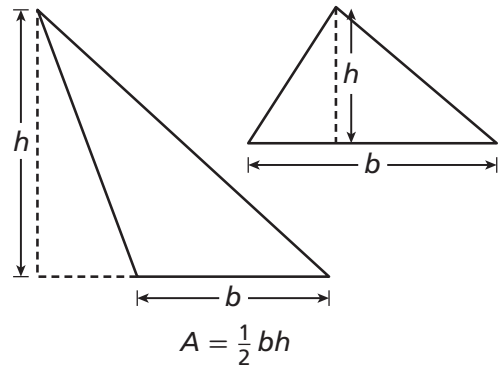
Find the area of each parallelogram.



## Develop and Use the Formula for Area of Triangles

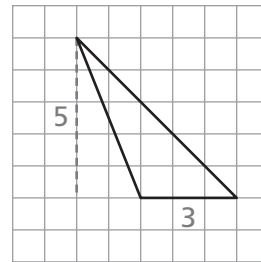
A **triangle** is a polygon with three sides and three angles. You can find the area of a triangle by multiplying  $\frac{1}{2}$  by the measure of its base,  $b$ , by the measure of its height,  $h$ .

The perpendicular **height** of a triangle is the distance between the **base** of the triangle and the vertex opposite the base. Sometimes the height of the triangle is drawn external to the triangle.



Find the area of the triangle.

- Draw a dashed line to represent the height of the triangle.
- Find the length of the base and the height.
- Use the formula for determining the area of a triangle,  $A = \frac{1}{2}bh$ .
- Answer the question.

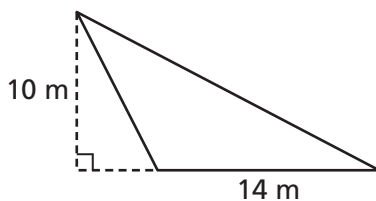


$$A = \frac{1}{2} \times 3 \times 5 = 7.5 \text{ units}^2$$

The area of the triangle is 7.5 units<sup>2</sup>

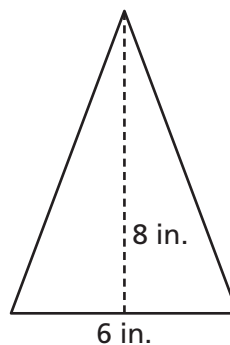
Find the area of each triangle.

1.



\_\_\_\_\_

2.



\_\_\_\_\_

### Lesson Summary

The formula to calculate the area of a parallelogram is  $A = bh$ , where  $b$  represents the base and  $h$  represents the height of the parallelogram.

The height of a parallelogram is the line segment perpendicular to the base. The height is usually drawn from a vertex that is opposite the base.

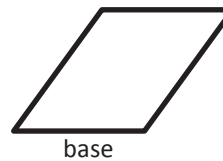
### Problem Set

Draw and label the height of each parallelogram.

1.

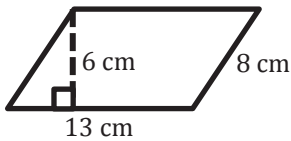


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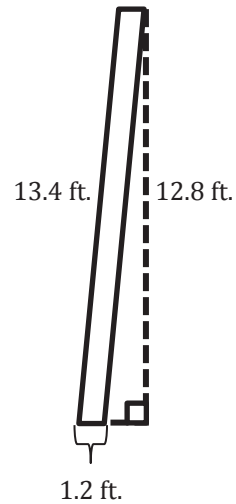


Calculate the area of each parallelogram. The figures are not drawn to scale.

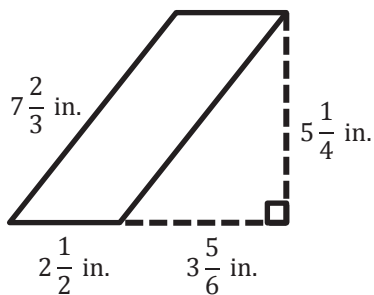
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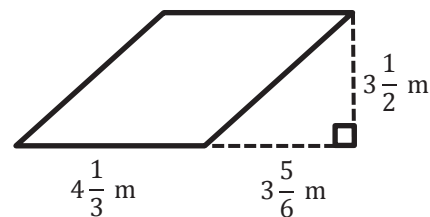
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5.



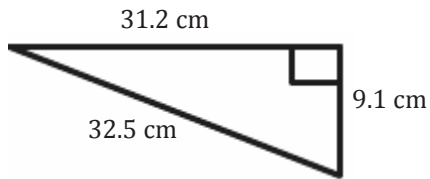
6.



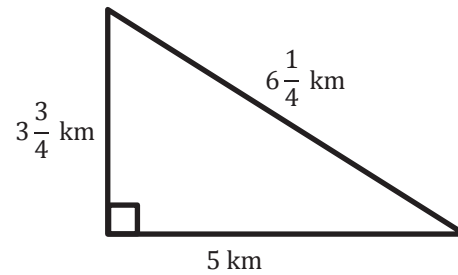
## Problem Set

Calculate the area of each right triangle below. Note that the figures are not drawn to scale.

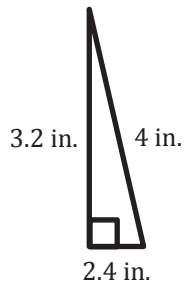
1.



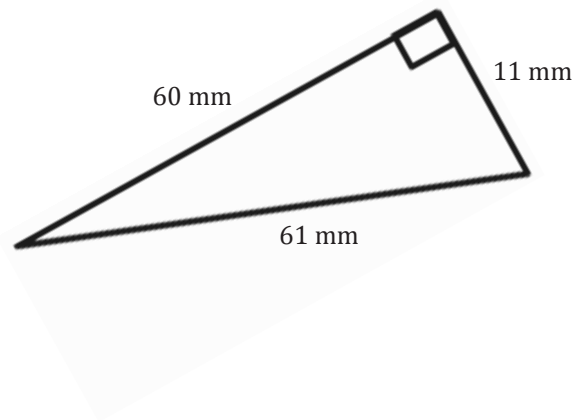
2.



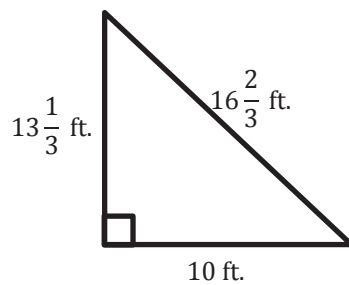
3.



4.



5.



1. On Monday, Tuesday and Wednesday complete the first three activity boxes below. On Thursday and Friday, you will select and complete only one activity from the second and third row. Check the boxes you plan to complete.
2. Save your work from each completed activity, and be prepared to share your results when you return to school.

<p><b>___ Location (Monday)</b></p> <p>Describe your location inside of your house from the reference point of the front doorway. You don't need actual measurements for this, as you can use different objects to describe the location. Then describe your location inside of your house from a reference point on the moon.</p>	<p><b>___ Average Speed (Tuesday)</b></p> <p>Calculate the average speed of a plane that travels 1,000 miles in 2.5 hours. Explain how you arrived at your answer.</p>	<p><b>___ Velocity (Wednesday)</b></p> <p>1. Draw a diagram that shows two objects going in the same direction but with different velocities. 2. Draw two objects traveling at the same speed but with different velocities. 3. Draw two objects with identical velocities. Describe speed and velocity in each diagram.</p>
<p><b>___ Modeling Speed</b></p> <p>Use two toy cars. Make two ramps of different lengths using different objects you have there in your home (for example: books propped up can be used). Put one car at the top of each ramp. Release the cars together. Which car is faster? Explain why.</p>	<p><b>___ Map It</b></p> <p>Draw a map of a room in your house that shows the locations of the furniture and other major features in the room. Describe how to get from where you are located in the room to the front door and then where you are located within the room to a window.</p>	<p><b>___ Graph It</b></p> <p>Make a graph that shows a car traveling at different rates for 10 hours. What is the average speed? What is the distance that the car traveled in 10 hours?</p>
<p><b>___ A-Mazing</b></p> <p>Use graph paper to draw a maze. If you do not have graph paper you may use either lineless or lined paper. Pick two points (the start and the finish) and find the distance between the two points if you travel through the maze. Measure the distance in a straight line (as the crow flies) from the start to the finish.</p>	<p><b>___ Changing Speeds</b></p> <p>Draw a graph that shows the changing speed of a fictional runner during a 26-mile marathon. At times, the runner speeds up; at other times, he or she slows down. Occasionally the runner stops to rest or to get a drink. Show these changes on your graph.</p>	<p><b>___ Speed But No Velocity?</b></p> <p>Draw a diagram or sketch that shows an object that has traveled a certain distance at a specific speed but has zero average velocity.</p>

# Baby Yoda toys are finally arriving

By Washington Post, adapted by Newsela staff on 03.25.20

Word Count **508**

Level **580L**



Image 1. "The Mandalorian" merchandise, whose release was delayed to avoid spoilers, makes its debut before Toy Fair New York. Photo by: Devin Doyle/The Washington Post

This past holiday season, many people wanted Baby Yoda toys as gifts. There were none available, though. Star Wars fans have been waiting. The wait will be over this spring.

Disney and Lucasfilms are the companies that make Star Wars and the TV show "The Mandalorian." In February, they announced that Baby Yoda merchandise is coming soon. They gathered news reporters in New York City at a hotel. They showed off all the types of Baby Yoda toys. There were pajamas and PopSockets.

The event showed off products from two shows. One is the "The Mandalorian" TV series. The other is the animated movie, "Star Wars: The Clone Wars." Many think these two Disney hits are the best of the Star Wars galaxy since "Star Wars: The Rise of Skywalker."

## Baby Yoda Toys

Everyone was at the toy event for mostly one reason. They wanted to see Baby Yoda toys. Baby Yoda became famous in the fall. Strangely, the new toys had not made it into stores by then.

Baby Yoda's name is actually just "the Child." The character has not yet been named on the show. Fans have been calling him Baby Yoda. Yoda is the legendary Jedi master in "Star Wars."

The Child became a hit in November. After the show aired, the Child became famous through memes and GIFs. A popular one showed The Child sipping soup.

On February 20, the Child was in many forms of toys. There were Baby Yoda Legos and action figures. There were also backpacks, hats and shirts. Socks and wallets were shown, too.

### **Famous Scene**

In the first episode of "The Mandalorian," there is a famous scene. In it, Baby Yoda reaches out of its capsule. It is reaching toward the Mandalorian. It has the cutest little finger. You can now buy a framed picture of this scene. Baby Yoda's capsule is for sale, too. It includes an animated Baby Yoda. The toy blinks and coos.

A Build-A-Bear Baby Yoda will be available soon. It makes noises. If you squeeze its left hand, it makes baby noises. If you squeeze the right hand, the TV show theme song plays.

### **Keeping The Character A Secret**

Baby Yoda does not appear in "The Mandalorian" until the end of the first episode. The makers of the show wanted to keep the character a secret. The show creators wanted to surprise fans with Baby Yoda. The only way to do that was to not have any toys made. Otherwise, people would see the toys online.



The makers of the show asked Disney to wait to make toys. They wanted to wait until the first episode was released. This meant toys were not made in time for the holidays.

JoAnn McLaughlin works at Lucasfilm. She said some Disney parks will have Mandalorian-themed stuff soon, too.

The Baby Yoda toys will be available to buy in March.



## Quiz

1 Read the following paragraph from the section "Baby Yoda Toys."

*On February 20, the Child was in many forms of toys. There were Baby Yoda Legos and action figures. There were also backpacks, hats and shirts. Socks and wallets were shown, too.*

What is the main idea of this paragraph?

- (A) The actual name of Baby Yoda is the Child.
- (B) Some Legos and action figures are Baby Yodas.
- (C) There are many different forms of Baby Yoda toys.
- (D) Many types of clothes come in the form of Baby Yoda.

2 Which sentence from the article states a main idea of the entire article?

- (A) Disney and Lucasfilms are the companies that make Star Wars and the TV show "The Mandalorian."
- (B) In February, they announced that Baby Yoda merchandise is coming soon.
- (C) Many think these two Disney hits are the best of the Star Wars galaxy since "Star Wars: The Rise of Skywalker."
- (D) Baby Yoda's name is actually just "the Child."

3 According to the section "Keeping The Character A Secret," why was the character of Baby Yoda kept a secret on a TV show?

- (A) because the maker of Baby Yoda toys wanted to keep Baby Yoda a secret
- (B) because the makers of the TV show wanted to wait until Baby Yoda toys were made
- (C) because the makers of the TV show wanted to surprise fans with the Baby Yoda character
- (D) because the maker of Baby Yoda toys was upset about having Baby Yoda on a TV show

4 Why did Disney and Lucasfilms want news reporters to gather at a hotel?

- (A) They wanted to tell reporters Baby Yoda was in a Star Wars movie.
- (B) They wanted to introduce reporters to the Baby Yoda character.
- (C) They wanted to tell reporters why Baby Yoda toys were hard to find.
- (D) They wanted reporters to see the new Baby Yoda toys and products.

## Introducing Baby Yoda

**Have you ever considered what factors are needed to design and produce a new toy or game? Read Baby Yoda to find out.**

Today, do the following:

1. Imagine that you were given a chance to produce a new toy or game. What factors would you need to consider?

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2. Read the article and highlight the words that you don't know.
3. Summarize the article in 50 words or less.

Day 2—Think About It!

1. Reread the Baby Yoda article.
2. Answer the questions that follow the article.
3. Use a different color to highlight the section of the article that aided with your answering the questions.

### Day 3—The Concept

1. Draw or illustrate your toy or game.
2. Give your product a name.
3. Label the product's parts.
4. Be sure to color your product.
5. Either explain how the toy will work or explain the object / purpose of your game.

## Day 4—The Proposal

**One thing that an entrepreneur has to do when attempting to sell a new product is to write a proposal. Customer base, competition, product evaluation, resources, and location are factors that should be considered when writing a proposal. Go back to day one and review the factors that you listed when you first began to imagine your new product. Did you list any of the factors listed above? Which factors did you list? Which did you factors did you forget?**

Answer the following questions about your new product and write a proposal that includes your answers.

- a. **Customer Base:** Who will purchase your product?
- b. **Competition:** Is there another product that is like yours? If yes, who is the producer?
- c. **Evaluate:** Is your product a good product? Why/why not?
- d. **Resources:** What productive resources will you need?
- e. **Location:** Where will you get your resources?

## Day 5—The Pitch

After considering the factors listed in day four, an entrepreneur would have to consider the finances:

- How much will it cost to make each toy/game?
- How much will you sell your product for?
- How much profit will you make for each product per unit sold?

Now it's time to pitch your new toy or game. Use the space below to either draw an advertisement or to write a speech to persuade future customers to purchase your product.

## Grade 6-8 Art & Music Week 4 D 1-5

### Art M-W

Artist of the week: Edward Hopper:

Mon: Read about and view the work of Edward Hopper: <https://www.edwardhopper.net/>

Write a reflection on the solitude present in the works of Hopper and how they relate to today in your opinion. What does solitude mean to you? Can you really be “alone” when surrounded by others? Why or why not?

Wed: Using materials available to you, create a new work in the style of Hopper, and write a paragraph about why you selected the subject matter.

### Music T-Th

Listen suggested music style for week 4: Jazz--and take time to reflect on how this music makes you feel. Do you like it? Why or why not? Do you hear any “root” in modern music from Jazz? Do you hear a connection in Blues and Ragtime?

Tue: History of Jazz <https://www.youtube.com/watch?v=BMgKXbtQwoo>

Top 10 Influential Jazz Musicians <https://www.youtube.com/watch?v=XYGq-AA8Ksk>

Thu: Listen to one or more instrumental Jazz greats.

<https://www.youtube.com/watch?v=8IjzYAda1wA&list=PL6DC9F41EBC5695D1> Louis Armstrong

<https://www.youtube.com/watch?v=zqNTItOGh5c> Miles Davis

<https://www.youtube.com/watch?v=GHHd4PD75zY> Herbie Hancock

Practice good audience behavior. Make a written reflection on your experience and the music. Critique the form using music language.

### Fri Art: Photo Journal

Materials: any camera (phone, tablet, regular camera, etc.)

Using a camera that you already have, take a daily image or set of images based on a theme, and use words to reflect on what the image means to you. Save all images and thoughts for a future share/presentation of your reflections of this time.

### Week 4 theme: Cabin Fever

Being stuck in one place when you are used to getting out and about can be frustrating. In places with a cold climate like ours, we call that feeling “cabin fever”. How does this make you feel? How does being with the same people in the same space for so long change your behavior? Why or why not?

# Edward Hopper Biography

Painter (1882–1967)

Artist Edward Hopper was the painter behind the iconic late-night diner scene *Nighthawks* (1942), among other celebrated works.

## Synopsis

Born in 1882, Edward Hopper trained as an illustrator and devoted much of his early career to advertising and etchings. Influenced by the Ashcan School and taking up residence in New York City, Hopper began to paint the commonplaces of urban life with still, anonymous figures, and compositions that evoke a sense of loneliness. His famous works include *House by the Railroad* (1925), *Automat* (1927) and the iconic *Nighthawks* (1942). Hopper died in 1967.

## Early Life by the Hudson

Edward Hopper was born on July 22, 1882, in Nyack, New York, a small shipbuilding community on the Hudson River. The younger of two children in an educated middle-class family, Hopper was encouraged in his intellectual and artistic pursuits and by the age of 5 was already exhibiting a natural talent. He continued to develop his abilities during grammar school and high school, working in a range of media and forming an early love for impressionism and pastoral subject matter. Among his earliest signed works is an 1895 oil painting of a rowboat. Before deciding to pursue his future in fine art, Hopper imagined a career as a nautical architect.

After graduating in 1899, Hopper briefly participated in a correspondence course in illustration before enrolling at the New York School of Art and Design, where he studied with teachers such as impressionist William Merritt Chase and Robert Henri of the so-called Ashcan School, a movement that stressed realism in both form and content.

## Darkness and Light

Having completed his studies, in 1905 Hopper found work as an illustrator for an advertising agency. Although he found the work creatively stifling and unfulfilling, it would be the primary means by which he would support himself while continuing to create his own art. He was also able to make several trips abroad—to Paris in 1906, 1909 and 1910 as well as Spain in 1910—experiences that proved pivotal in the shaping of his personal style. Despite the rising popularity of such abstract movements as cubism and fauvism in Europe, Hopper was most taken by the works of the impressionists, particularly those of Claude Monet and Edouard



Manet, whose use of light would have a lasting influence on Hopper's art. Some works from this period include his *Bridge in Paris* (1906), *Louvre and Boat Landing* (1907) and *Summer Interior* (1909).

Back in the United States, Hopper returned to his illustration career but also began to exhibit his own art as well. He was part of the Exhibition of Independent Artists in 1910 and the international Armory Show of 1913, during which he sold his first painting, *Sailing* (1911), displayed alongside works by Paul Gauguin, Henri de Toulouse-Lautrec, Paul Cézanne, Edgar Degas and many others. That same year, Hopper moved to an apartment on Washington Square in New York City's Greenwich Village, where he would live and work for most of his life.

## Wife and Muse

Around this time, the statuesque Hopper (he stood 6'5") began making regular summer trips to New England, whose picturesque landscapes provided ample subject matter for his impressionist-influenced paintings. Examples of this include *Squam Light* (1912) and *Road in Maine* (1914). But despite a flourishing career as an illustrator, during the 1910s Hopper struggled to find any real interest in his own art. However, with the arrival of the new decade came a reversal of fortune. In 1920, at age 37, Hopper was given his first one-man show, held at the Whitney Studio Club and arranged by art collector and patron Gertrude Vanderbilt Whitney. The collection primarily featured Hopper's paintings of Paris.

Three years later, while summering in Massachusetts, Hopper became reacquainted with Josephine Nivison, a former classmate of his who was herself a fairly successful painter. The two were married in 1924 and quickly became inseparable, often working together and influencing each other's styles. Josephine also jealously insisted that she be the sole model for any future paintings featuring women and so inhabits much of Hopper's work from that time forward.

(Later information from Josephine's diaries presented by art scholar Gail Levin in the 1995 book *Edward Hopper: An Intimate Biography* presented the marriage as becoming highly dysfunctional and marked by abuse from Hopper, though another couple who knew the two challenged such claims.)

Josephine was instrumental in Hopper's transition from oils to watercolors and shared her art-world connections with him. These connections soon led to a one-man exhibition for Hopper at the Rehn Gallery, during which all of his watercolors were sold. The success of the show allowed Hopper to quit his illustration work for good and marked the beginning of a lifelong association between Hopper and the Rehn.

## Sought After Art and 'Nighthawks'

At last able to support himself with his art, during the second half of his life Hopper produced his greatest, most lasting work, painting side by side with Josephine at their Washington Square studio or on one of their frequent trips to New England or abroad. His work from this period frequently indicates their location, whether it is the quiet image of the lighthouse at Cape Elizabeth, Maine, in his *The Lighthouse at Two Lights* (1929) or the lonely woman sitting in his New York City *Automat* (1927), which he first exhibited at his second show at the Rehn. He sold so many paintings at the show that he was unable to exhibit for some time afterward until he had produced enough new work.

Another notable work from this era is his 1925 painting of a Victorian mansion beside a railroad track titled *House by the Railroad*, which in 1930 was the first painting acquired by the newly formed Museum of Modern Art in New York. Further indicating the esteem in which the museum held Hopper's work, he was given a one-man retrospective there three years later.

But despite this overwhelming success, some of Hopper's finest work was still to come. In 1939 he completed *New York Movie*, which pictures a young female usher standing alone in a theater lobby, lost in thought. In January 1942 he completed what is his best-known painting, *Nighthawks*, featuring three patrons and a waiter sitting inside a brightly lit diner on a quiet, empty street. With its stark composition, masterful use of light and mysterious narrative quality, *Nighthawks* arguably stands as Hopper's most representative work. It was purchased almost immediately by the Art Institute of Chicago, where it remains on display to the present day.

## Accolades in Later Years

With the rise of abstract expressionism near the middle of the 20th century, Hopper's popularity waned. In spite of this, he continued to create quality work and receive critical acclaim. In 1950 he was honored with a retrospective at the Whitney Museum of American Art, and in 1952 he was chosen to represent the United States in the Venice Biennale International Art Exhibition. Several years later he was the subject of a *Time* magazine cover story, and in 1961 Jacqueline Kennedy chose his work *House of Squam Light, Cape Ann* to be displayed in the White House.

Although his gradually failing health slowed Hopper's productivity during this time, works such as *Hotel Window* (1955), *New York Office* (1963) and *Sun in an Empty Room* (1963) all display his characteristic themes, moods and ability to convey stillness. He died on May 15, 1967, at his Washington Square home in New York City at the age of 84, and was buried in his hometown of Nyack. Josephine died less than a year later and bequeathed both his work and hers to the Whitney Museum.



Jazz is a distinctively American style of music that developed in the early decades of the 20th century. Its roots include many Afro-American folk music traditions, such as spirituals, work songs, and blues. It also borrowed from 19th century band music and the ragtime style of piano playing. The distinctive elements of jazz include characteristic rhythm patterns, harmonic practices related to, but not identical with, functional harmony, and the practice of improvisation. Jazz has influenced, and has been influenced by, traditional classical music and popular music. The boundaries are not always especially clear. Although jazz has a relatively short history, it has developed several distinct styles with which nonspecialists should be at least superficially familiar.

### Important Styles

- The earliest style widely recognized as distinctly in the jazz tradition is **Dixieland**. This style is called "Dixieland" because the center of its development was in **New Orleans**. Dixieland jazz is typically performed by a small ensemble consisting of clarinet, trumpet, and trombone, accompanied by a rhythm section of drum set, banjo (or piano), and string bass or tuba.
- The next distinctive style was **Swing**. Swing music was performed by a larger ensemble consisting of saxophones (sometimes also clarinets), trumpets, and trombones. From three to five players on each instrument might be used. The rhythm section would typically include piano, string bass, drum set, with occasional additions of guitar or other chordal/melody instruments. The larger ensemble typical of the swing era required composed works or "charts" in which the tradition of improvisation could be incorporated.
- **Bebop**, or just **Bop**, marked a return to small ensemble jazz. This style is characterized by complex harmonies, often rapid tempos, and intense, frequently disjunct melodic lines. Ensembles could consist of one to three melody instruments (typically saxophone, trumpet, or trombone), with a rhythm section of piano, bass, and drums.
- The contemporary jazz scene is complex. All three styles previously mentioned continue to be cultivated. In addition, new stylistic developments have enriched the tradition. One style is "**cool jazz**," characterized by technical sophistication and expressive restraint. A radical extension of Bop resulted in "**free form jazz**," in which small ensembles (typically one melody instrument, bass, and drums) improvise freely without the support of a previously determined melody, harmony, or metrical pattern. Another style is "**fusion**" jazz, which incorporates many harmonic and rhythmic practices of rock music, and exploits the possibilities of electronic instruments in combination with traditional ones.

### Some Significant Jazz Musicians

- **Louis Armstrong (1900-1971)** was a dominant artist in the Dixieland era who went on to become an international figure in popular culture as well.
- **Duke Ellington (1899-1974)** is perhaps the greatest genius of the jazz tradition to emerge so far. His compositions for his big swing band (including some extended forms), and the virtuosity and imagination of their performances, set an imposing standard of artistry.
- **Charles Parker (1920-1955)** was a leader in the Bop movement. He and others created this style in New York in the 1940's, and it was enthusiastically copied by musicians all over the country.