To: Families and Caregivers of CMSD Students:

CMSD continues to send regular updates on the services and supports we are providing during the unprecedented closure of schools, as part of a state-wide effort to contain the spread of the COVID-19 virus.

In addition to the grab-and-go meals we are providing at 22 school sites each day, CMSD is also distributing learning packets, and I want to personally emphasize the value of these academic enrichment materials that are handed out with meals and posted on the CMSD website: ClevelandMetroSchools.org.

Research shows that children learn best when learning is continuous, which is why CMSD educators are working hard to produce interesting and thought-provoking materials that will keep students engaged and that will keep their minds active during this long break from school.

Recognizing that students are used to a consistent school schedule, I strongly encourage you to work with your child to develop a routine at home, to make time and space for quiet reading and active engagement with their learning materials and to praise them for their attention to their studies and their personal growth.

CMSD’s Academic Enrichment Plan, posted on CMSD’s website, includes lessons and a recommended daily schedule for students at every grade level, from PreK to 12. Digital lessons can be accessed online and print materials are available for pickup at all meal sites.

Thank you for the opportunity to emphasize the importance of academic enrichment in our students’ experience during this unprecedented time away from school. And thank you for the important role you play every day in our shared commitment to the safety, growth and future of Cleveland’s children.

Thank you.

Eric S. Gordon
CEO
<table>
<thead>
<tr>
<th></th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
<td><strong>Topic: Statistical Data Collection</strong></td>
<td><strong>Topic: Posing Statistical Questions</strong></td>
<td><strong>Topic: Display Data in a Dot Plot</strong></td>
<td><strong>Topic: Displaying a Data Distribution</strong></td>
<td><strong>Good Friday</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Statistical Questions Khan Academy video</strong></td>
<td><strong>Flexbook online video and activity</strong></td>
<td><strong>Khan Academy video</strong></td>
<td><strong>Flexbook online activity</strong></td>
<td><strong>Good Friday</strong></td>
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<tr>
<td></td>
<td><strong>Explore Statistical Data Collection Activity</strong></td>
<td><strong>Posing Statistical Questions Activity</strong></td>
<td><strong>Display Data In Dot Plot Activity Part 1</strong></td>
<td><strong>Displaying Data Distribution Activity</strong></td>
<td><strong>Good Friday</strong></td>
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<td><strong>Display Data in Dot Plots Activity Part 2</strong></td>
<td></td>
<td><strong>Good Friday</strong></td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td><strong>Physical Activity – Go for walk/run. Youtube JustDance/workouts if weather is bad. Maybe 15 minutes of Yoga with Adrien</strong></td>
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<td><strong>Good Friday</strong></td>
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<tr>
<td><strong>English Language Arts</strong></td>
<td><strong>Reading Comprehension: Wit and Wisdom Click Here Getting Started Lesson 1</strong></td>
<td><strong>Reading Comprehension: Wit and Wisdom Click Here for Lesson 2</strong></td>
<td><strong>Reading Comprehension: Commonlit Unit 1 – Identity – “The Rose that Grew from Concrete” by Tupac Shakur (Print copies available)</strong></td>
<td><strong>Reading Comprehension: Wit and Wisdom Click Here for Lesson 4</strong></td>
<td><strong>Good Friday</strong></td>
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<td><strong>Reading Comprehension: Commonlit Unit 1 – Identity – poem “Mas ks” by Shel Silverstein (Print copies available at meal sites)</strong></td>
<td><strong>Reading Comprehension: Commonlit Unit 1 – Identity – “The Rose that Grew from Concrete” by Tupac Shakur (Print copies available)</strong></td>
<td><strong>Springboard Grammar Practice 3: Punctuating Nonessential Elements (Print copies available)</strong></td>
<td><strong>Grammar Practice: Click Here for Khan Academy Grammar.</strong></td>
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<td></td>
<td><strong>Springboard Grammar Practice 1: Varying sentence structure (Print copies available at meal sites)</strong></td>
<td><strong>Springboard Grammar Practice 2: Pronouns and Antecedents (Print copies available)</strong></td>
<td><strong>Springboard Grammar Practice 3: Punctuating Nonessential Elements (Print copies available)</strong></td>
<td><strong>Writing Practice: Click Here for Writable Assignment 1 – comparison/contrast writing. (Print copies also available)</strong></td>
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<td></td>
<td><strong>Grammar Practice: Click Here for Khan Academy Grammar.</strong></td>
<td><strong>Grammar Practice: Click Here for Khan Academy Grammar.</strong></td>
<td><strong>Word Work and Vocabulary Practice: Click Here for Membean.com and enter code: CJNQBP</strong></td>
<td><strong>Independent Novel Reading: Novels available at meal sites</strong></td>
<td></td>
</tr>
</tbody>
</table>

*This assignment will take more than 1 day*
<table>
<thead>
<tr>
<th>Art</th>
<th>Photo Journal</th>
<th>Begin creating a photo journal of your time while social distancing.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Music</td>
<td>Begin creating a playlist of songs to listen to while you are social distancing. Write why each song was selected.</td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>Listen to a piece of music and respond. How does this piece of music make you feel?</td>
</tr>
<tr>
<td></td>
<td>Photo Journal</td>
<td>Continue working on your photo journal of your time while social distancing.</td>
</tr>
<tr>
<td>Science (30 Minutes)</td>
<td>Natural Resource Menu of Options Activity</td>
<td>Natural Resource Activity</td>
</tr>
<tr>
<td></td>
<td>Minerals Tic-Tac-Toe Activity</td>
<td>Minerals Activity</td>
</tr>
<tr>
<td>Social Studies (30 Minutes)</td>
<td>Read the Judge Carr article from cleveland.com and respond to the questions.</td>
<td>Use the Judge Carr article to complete “Say What” activity</td>
</tr>
<tr>
<td></td>
<td>Use the Judge Carr article to complete “Sum It Up” activity</td>
<td>Use the Judge Carr article to complete “Boil It Down” activity</td>
</tr>
<tr>
<td></td>
<td>Good Friday</td>
<td>Good Friday</td>
</tr>
</tbody>
</table>
**Weekly Enrichment Plan: Week of April 6 Grade: 6**

### Suggested Daily Schedule: Grades 6-8

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 9:00 am</td>
<td>Wake up, make your bed, eat breakfast and get ready for an awesome day!</td>
</tr>
<tr>
<td>9:00 – 9:45 am</td>
<td>Mathematics</td>
</tr>
<tr>
<td>9:45-10:00 am</td>
<td>Physical Activity</td>
</tr>
<tr>
<td>10:00 – 10:45 am</td>
<td>English Language Arts – Reading Comprehension</td>
</tr>
<tr>
<td>10:45 – 11:00 am</td>
<td>15-Minute Break</td>
</tr>
<tr>
<td>11:00 – 11:15 am</td>
<td>Art</td>
</tr>
<tr>
<td>11:15 am – 12:00 pm</td>
<td>English Language Arts - Novel</td>
</tr>
<tr>
<td>12:00 – 1:00 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 – 1:30 pm</td>
<td>Science</td>
</tr>
<tr>
<td>1:30-1:45 pm</td>
<td>15-Minute Break</td>
</tr>
<tr>
<td>1:45-2:15 pm</td>
<td>Social Studies</td>
</tr>
<tr>
<td>2:15-2:30 pm</td>
<td>Social-Emotional Learning/Reflection</td>
</tr>
</tbody>
</table>
# Weekly Enrichment Plan: Week of April 6

## Grade: 6

### Family Suggestions

<table>
<thead>
<tr>
<th>Parent Suggestions</th>
<th>Student Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can I support my student as a learner outside of school?</td>
<td>How can I continue learning outside of school?</td>
</tr>
<tr>
<td>Familiarize yourself with your child’s learning calendar.</td>
<td>Complete work on your suggested learning calendar.</td>
</tr>
<tr>
<td>Encourage your child to do their best when completing tasks and assignments.</td>
<td>Put in your best effort when completing tasks and assignments.</td>
</tr>
<tr>
<td>Contact your child’s teacher or the district’s homework hotline when you or your child have questions or need feedback.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>Let your teacher know if you have access to a phone or computer.</td>
</tr>
<tr>
<td>Remind your child to take frequent breaks to stay focused.</td>
<td>How can I stay organized?</td>
</tr>
<tr>
<td>Consider designating a dedicated workspace to maximize time on task and facilitate learning.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Take short breaks to increase focus and stay motivated to complete tasks on time.</td>
</tr>
<tr>
<td></td>
<td>Find a quiet place to complete your work.</td>
</tr>
</tbody>
</table>

### Individual Support

Individualizing Support for Students” for more information on how to provide additional support to your child while at home.

### English Language Learners

<table>
<thead>
<tr>
<th>Enrichment Packet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily language learning is important! The following links/resources are available for students to access daily.</td>
</tr>
<tr>
<td>¡El aprendizaje diario de idiomas es importante! Los siguientes enlaces/recursos están disponibles para que los estudiantes accedan al aprendizaje diario de idiomas.</td>
</tr>
<tr>
<td>Kujifunza lugha ya kila siku ni muhimu! Viungo vifuatavyo/rasilimali vinapatikana kwa wanafunzi kupata mafunzo ya lugha ya kila siku.</td>
</tr>
<tr>
<td>दैनिक भाषा सिकन महत्वपूर्ण छ! तलका लिंखः / सोतहरु विद्यार्थीहरूको लागि दैनिक भाषा सिकने पहुँचको लागि उपलब्ध छन्।</td>
</tr>
<tr>
<td>مهم! الروابط / الموارد التالية متاحة للطلاب للوصول إلى تعلم اللغة اليومي.</td>
</tr>
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</tr>
</tbody>
</table>
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 1/8) or in parts together (2 pieces is 2/8 or ¼). 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.
Masks
By Shel Silverstein
2011

She had blue skin,
And so did he.
He kept it hid
And so did she.
They searched for blue
Their whole life through.
Then passed right by--
And never knew.

Sheldon Allan “Shel” Silverstein (1930-1999) was an American poet, cartoonist, and author of children’s books. “Masks” is a poem from Silverstein’s book of poems called Everything On It.

As you read, take notes on what you think the masks stand for.
**Text-Dependent Questions**

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

1. **PART A:** Which statement best explains the metaphorical meaning of blue skin in the poem?
   
   - A. In the poem, only two people in the whole world have blue skin, which means that they must be soulmates.
   - B. In the poem, blue skin is such a common trait that people must wear masks in order to appear unique.
   - C. In the poem, blue skin represents a quality that people are afraid to share even though it is an important part of their identity.
   - D. In the poem, blue skin represents the sadness that people try to hide by always being polite and keeping smiles on their faces.

2. **PART B:** Which quote from the poem best supports the answer to Part A?
   
   - A. “She had blue skin”
   - B. “kept it hid”
   - C. “searched for blue”
   - D. “never knew”

3. How does the illustration contribute to the meaning of the poem?
   
   - A. The size of the masks in the illustration emphasizes how hard people try to hide their true selves.
   - B. The simplicity of the drawing shows that being your true self is easy to do.
   - C. The masks facing opposite directions in the illustration show that lying will get you nowhere.
   - D. The different hairstyles in the drawing show that just because two people have blue skin doesn’t mean they are alike in every way.

4. How do the last four lines help develop the message of the poem?
Discussion Questions

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

1. In the poem, the two characters hide their blue skin from others. In your opinion, why do they hide this quality?

2. Based on your own experiences, do people in the real world feel pressured to be just like everyone else? Have you ever pretended to be a certain way in order to fit in? If so, how did you pretend?

3. How does this poem help you think about what it means to be a good friend?
Lesson: Varying Sentence Structures

Learning Target
• Identify and use a variety of sentence patterns to express meaning and increase audience interest.

You can vary sentence structures to express different relationships among ideas, to create a more mature style, and to increase reader or listener interest.

Sentences are made of clauses. **Clauses** contain subjects and verbs and may contain modifiers, objects, complements, and other sentence parts. Different kinds of sentences contain different numbers and kinds of clauses.

An **independent clause** contains a subject and a verb and expresses a complete thought. It can stand alone as a complete sentence.

**EXAMPLE:** This is an independent clause.

A **dependent** (or **subordinate**) **clause** contains a subject and a verb but does not express a complete thought. It cannot stand alone as a complete sentence.

**EXAMPLE:** Because this is a dependent clause.

<table>
<thead>
<tr>
<th>Kinds of Sentences and Their Structures</th>
<th>Examples (subjects and verbs are boldface)</th>
</tr>
</thead>
</table>
| Simple | contains one independent clause | Isabella knows the answer.  
**Does** the cat like your dog? *(The verb includes a helping verb, Does.)*  
*The Wonderful Wizard of Oz* is my favorite book. |
| Compound | contains two or more independent clauses and no dependent clauses | Isabella knows the answer, and she has already written it down.  
**Does** the cat like your dog, or do they fight?  
*The Wonderful Wizard of Oz* is my favorite book, and I love the movie, too. |
| Complex | contains one independent clause and at least one dependent clause | Because she **paid** attention, Isabella knows the answer.  
**Does** the cat like your dog that likes cats?  
As I was telling Nate, *The Wonderful Wizard of Oz* is my favorite book. |
| Compound–Complex | contains two or more independent clauses and at least one dependent clause | Because she **paid** attention, Isabella knows the answer, and she has already written it down.  
**Does** the cat like your dog that likes cats, or do they fight?  
As I was telling Nate, *The Wonderful Wizard of Oz* is my favorite book, and I love the movie, too. |
Identifying Clauses and Sentences
For each of the following sentences, identify each of the clauses, label it as independent or dependent, and tell what kind of sentence the sentence is.

**EXAMPLE:** I used to live in New York, but now I live in Texas.

Clause 1: I used to live in New York; independent
Clause 2: now I live in Texas; independent

It is a compound sentence.

1. Although I love my new school, I miss my old friends.

2. The city of Austin does not have a subway system.

3. I once saw a scorpion in my backyard, and I have seen two snakes.

4. Because there are many parks here, I can play with my dog outside daily, and I play soccer most weekdays.
Check Your Understanding

Write a very simple sentence, with just one subject and one verb. Then rewrite that sentence, adding a clause to make it a compound sentence. Rewrite it again, adding at least one clause to make it a complex sentence. Finally, rewrite it to make it a compound-complex sentence.

EXAMPLE:

Simple: I ran.

Compound: I ran, and I ran, and I ran. (Note that compound sentences can have more than two independent clauses.)

Complex: I ran because aliens were chasing me.

Compound-complex: I ran as fast as I could, and I escaped from the aliens.
The Rose That Grew from Concrete
By Tupac Shakur
1999

Tupac Shakur (1971-1996) was an African American rapper, actor, poet, and activist. Shakur continues to be considered an influential rapper today and has been inducted into the Rock and Roll Hall of Fame. As you read, take notes on how the speaker feels about the rose.

Did you hear about the rose that grew from a crack in the concrete?
Proving nature's laws wrong it learned to walk without having feet.

Funny it seems, but by keeping its dreams, it learned to breathe fresh air.
Long live the rose that grew from concrete when no one else ever cared.

"The Rose That Grew from Concrete" from The Rose That Grew from Concrete by Tupac Shakur. Copyright © 1999. Used with permission. All rights reserved.
Text-Dependent Questions

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

1. PART A: Which of the following identifies a main theme of the text?
   A. All living things need support from others in order to grow.
   B. We must learn and grow from our failures.
   C. People can overcome difficulties and succeed.
   D. Nature can overcome problems better than people.

2. PART B: Which detail from the poem best supports the answer to Part A?
   A. “Did you hear about the rose that grew” (Lines 1)
   B. “learned to walk without having feet.” (Line 4)
   C. “Long live the rose that grew from concrete” (Line 7)
   D. “when no one else ever cared.” (Line 8)

3. How does the speaker’s point of view influence how the rose is described?
   A. Curious about the rose, the speaker asks several questions about it.
   B. Believing that the rose is not real, the speaker exaggerates its qualities.
   C. Feeling pity for the rose, the speaker lists all of the hardships it has faced.
   D. Impressed by the rose, the speaker explains what makes it so admirable.

4. What does the phrase “the rose that grew from concrete” mean figuratively as used in this poem?
Discussion Questions

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

1. In the context of the poem, how does an individual rise above hardship? Have you ever felt like a “rose that grew from concrete,” as described by Tupac Shakur? If so, what was the difficult situation that you faced, and how did you rise above it? If not, who is someone else you might describe as a “rose that grew from concrete”? What makes them similar to this rose?

2. In the context of the poem, can we take full control over our own fate? Do you think it is necessary to get support from others, or can we succeed in difficult situations on our own, without others' help?

3. Why do you think dreams are important for the rose’s survival? What dreams do you have for your own future? Are these dreams important to you? Why or why not?
Lesson: Pronouns and Antecedents

Learning Targets

• Recognize and correct inappropriate shifts in pronoun number and person.
• Recognize and correct vague pronouns (such as ones with unclear or ambiguous antecedents).

Pronoun–Antecedent Agreement

Pronouns are words that take the place of nouns or other pronouns and refer to people, places, things, and ideas. The words they take the place of or refer to are called the pronouns’ antecedents. Pronouns should agree with (have the same gender and number as) their antecedents. Pronouns can be masculine (and refer to male persons or animals), feminine (and refer to female persons or animals), or neuter (and refer to things or to people or animals of unspecified gender).

Every boy should have his backpack. [The pronoun his refers to the antecedent boy. Both the pronoun and its antecedent are singular and masculine, so they agree.]

Every girl should have her backpack. [The pronoun her refers to the antecedent girl. Both the pronoun and its antecedent are singular and feminine, so they agree.]

All students should have their backpacks. [The pronoun their refers to the antecedent students. Both the pronoun and its antecedent are plural and neuter, so they agree.]

Clear Reference

Make sure that it is clear whom or what a pronoun refers to. Sometimes you will need to rewrite a sentence to make the sentence clear.

Unclear: Before Enrique checked with Oliver, he didn’t know about the schedule. [Who didn’t know?]

Clear: Oliver didn’t know about the schedule before Enrique checked with him.

Clear: Enrique didn’t know about the schedule before he checked with Oliver.

Unclear: We spent an hour at the library, but we didn’t check out any. [What does any refer to?]

Clear: We spent an hour at the library, but we didn’t check out any books or movies.
Check Your Understanding
For items 1–4, fill in the blank with a correct pronoun form.

EXAMPLE: My brothers are Dale and Daniel. Have you met them?
1. All of the participants should bring ______ notebooks.
2. Ask Sara or Iris to lend us ______ notes.
3. Kimberly and Ava Rose each has ______ own opinion.
4. I have two new kittens, Banjo and Chim Chim. Would you like to see ______?

For item 5, rewrite the sentence to correct the unclear pronoun reference.
5. Either Roxy and Eva will meet before choir practice, or she will go to her house afterward.
Pairing Questions for "Masks" and "The Rose That Grew from Concrete"

**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 statements below best describes a theme that both poems share? [RL.2, RL.9]
   A. Both poems discuss the different ways we think about ourselves and others.
   B. Both poems use the colors blue and red as symbols for greater meaning.
   C. The poems are about love and the relationship between two people.
   D. The poems are about how people don't care enough about one another.

2. In both “Masks” and “The Rose that Grew from Concrete,” the speakers refer to being alone. What do the poems suggest about how being alone can influence identity? [RL.9]
Lesson: Punctuating Nonessential Elements

Learning Targets

• Demonstrate command of the conventions of standard English punctuation when writing.
• Use punctuation to set off nonrestrictive/parenthetical elements.

Punctuation marks such as commas are used to set off certain nonessential parts of sentences, including nonrestrictive (nonessential) appositives, interrupting elements, and introductory elements.

Nonrestrictive Appositives and Appositive Phrases

If an appositive or appositive phrase is nonrestrictive (that is, not essential to the basic meaning of the sentence), it is set off with commas. If leaving out the appositive or appositive phrase would change the sentence's meaning, it is not set off.

The Wonderful Wizard of Oz, a children's novel, was first published in 1900. [The appositive phrase a children's novel adds extra information; it is not essential to the basic meaning of the sentence.]

The children's novel The Wonderful Wizard of Oz was first published in 1900. [The appositive The Wonderful Wizard of Oz is essential to the basic meaning of the sentence. It restricts the meaning of novel. Without the appositive, the reader does not know which children's novel is meant.]

Interrupting Elements

Nouns of direct address are set off:

Daniel, have you read the book?

Have you read the book, Daniel?

Parenthetical expressions are usually set off:

By the way, the movie is a favorite of mine.

The movie The Wizard of Oz, as I recall, is a musical.
Lesson: Punctuating Nonessential Elements (continued)

Introductory Elements
When *yes, no, well,* or a mild interjection begins a sentence, it is set off with a comma:

> Yes, I just saw the movie. Wow, I love it!

When a *long prepositional phrase* or a *series of two or more short prepositional phrases* begins a sentence, it is set off with a comma:

> On the way to the Emerald City, Dorothy meets a scarecrow, a tin woodman, and a lion.

When an *adverb clause* begins a sentence, it is set off with a comma:

> When they get to the Emerald City, the wizard at first refuses to help them.

Other Nonessential Elements
Other *nonessential phrases and clauses* (those that add information that is not necessary to the basic meaning of the sentence) are set off with commas:

> The scarecrow, who wishes for brains, is actually quite smart.

> Rereading the book, I noticed that it is different from the movie in many ways.

> In the book, after the wizard’s balloon disappears, Dorothy and her friends travel to the north, where the good witch Glinda lives.

> Dorothy, using a magic cap, is able to command the flying monkeys to grant her three wishes.

Check Your Understanding
Read the following sentences. Add any missing commas. If a sentence is already correct as is, write *Correct.*

1. When you are done reading the book will you lend it to me?

2. Compared to the movie the book seems complicated.

3. Of all the books you have read which is your favorite?

4. *The Ghosts* a novel by Antonia Barber is a particular favorite.

5. My friend Ava loves spooky stories.
Directions: Read the prompt below, and select two items to compare. Use the Compare-and-Contrast planner to brainstorm similarities and differences before you begin writing. Make sure you choose which of the two items is better and make a claim that you can support with your writing.
# Compare & Contrast Planner

**Step 1:** Create your plan.

<table>
<thead>
<tr>
<th>PLAN YOUR ARGUMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Items to Compare:</strong></td>
</tr>
<tr>
<td><strong>Claim:</strong></td>
</tr>
</tbody>
</table>

**Step 2:** Compare your selections.

<table>
<thead>
<tr>
<th>FACTS ABOUT FIRST ITEM</th>
<th>SIMILARITIES IN SECOND ITEM</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FACTS ABOUT FIRST ITEM</th>
<th>DIFFERENCES IN SECOND ITEM</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Step 3:** Draft your argument.
INTRODUCTION

**Hook your readers:** How will you grab your readers’ attention?

**State your claim:** What is your position?

BODY PARAGRAPHS

**Compare:** How are the two items similar?

**Contrast:** How are the two items different?

CONCLUSION

**Restate your claim.** Which item is better?

**Summarize your argument.** What is your key evidence?

**Final thought.**
Explore Statistical Data Collection

A **statistical question** is a question that has many different, or variable, answers. For example, a yes or no question is not a statistical question, but a question asking, “How tall are you?” is, because it can have many different answers.

**Data** is a set of information collected by asking statistical questions, often to draw conclusions. One way to describe data is by stating the number of **observations**, or measurements, that were made. Another method of describing data is to list the **attributes**, or characteristics, that were measured, such as size or color.

The table shows information about the tallest buildings in the world. Complete each statement about the data.

<table>
<thead>
<tr>
<th>Building</th>
<th>Burj Khalifa</th>
<th>Shanghai Tower</th>
<th>Abraj Al-Bait Clock Tower</th>
<th>Ping An Finance Centre</th>
<th>Lotte World Tower</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height</td>
<td>828 m</td>
<td>632 m</td>
<td>601 m</td>
<td>599 m</td>
<td>554.5 m</td>
</tr>
</tbody>
</table>

A. How many observations? There are 5 buildings listed, so there are 5 observations.

B. How many attributes were measured? Two attributes were measured—height and year built.

C. How were the attributes measured? Height was measured in meters while year built was measured in years.

1. Which of the following questions is not a statistical question?
   A. How long do you ride the bus to school?
   B. What did you have for lunch?
   C. How many seconds in an hour?
   D. How many pets do you have?

2. Sonja collected the data shown in the table for an intermural volleyball league. Complete each statement about the data.

<table>
<thead>
<tr>
<th>Team</th>
<th>Blue Jays</th>
<th>Robins</th>
<th>Blackbirds</th>
<th>Eagles</th>
<th>Falcons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wins</td>
<td>12</td>
<td>5</td>
<td>13</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Losses</td>
<td>8</td>
<td>15</td>
<td>7</td>
<td>12</td>
<td>11</td>
</tr>
</tbody>
</table>

There are _____ attributes that are measured: ____________________.

Sonja recorded _____ observations.
Lesson 1: Posing Statistical Questions

Classwork

Example 1: Using Data to Answer Questions

Honeybees are important because they produce honey and pollinate plants. Since 2007, there has been a decline in the honeybee population in the United States. Honeybees live in hives, and a beekeeper in Wisconsin notices that this year, he has 5 fewer hives of bees than last year. He wonders if other beekeepers in Wisconsin are also losing hives. He decides to survey other beekeepers and ask them if they have fewer hives this year than last year, and if so, how many fewer. He then uses the data to conclude that most beekeepers have fewer hives this year than last and that a typical decrease is about 4 hives.

Statistics is about using data to answer questions. In this module, you will use the following four steps in your work with data:

Step 1: Pose a question that can be answered by data.
Step 2: Determine a plan to collect the data.
Step 3: Summarize the data with graphs and numerical summaries.
Step 4: Answer the question posed in Step 1 using the data and summaries.

You will be guided through this process as you study these lessons. This first lesson is about the first step: What is a statistical question, and what does it mean that a question can be answered by data?

Example 2: What Is a Statistical Question?

Jerome, a sixth grader at Roosevelt Middle School, is a huge baseball fan. He loves to collect baseball cards. He has cards of current players and of players from past baseball seasons. With his teacher’s permission, Jerome brought his baseball card collection to school. Each card has a picture of a current or past major league baseball player, along with information about the player. When he placed his cards out for the other students to see, they asked Jerome all sorts of questions about his cards. Some asked:

- What is Jerome’s favorite card?
- What is the typical cost of a card in Jerome’s collection? For example, what is the average cost of a card?
- Are more of Jerome’s cards for current players or for past players?
- Which card is the newest card in Jerome’s collection?
Exercises 1–5

1. For each of the following, determine whether or not the question is a statistical question. Give a reason for your answer.
   a. Who is my favorite movie star?
   b. What are the favorite colors of sixth graders in my school?
   c. How many years have students in my school’s band or orchestra played an instrument?
   d. What is the favorite subject of sixth graders at my school?
   e. How many brothers and sisters does my best friend have?

2. Explain why each of the following questions is not a statistical question.
   a. How old am I?
   b. What’s my favorite color?
   c. How old is the principal at our school?
3. Ronnie, a sixth grader, wanted to find out if he lived the farthest from school. Write a statistical question that would help Ronnie find the answer.

4. Write a statistical question that can be answered by collecting data from students in your class.

5. Change the following question to make it a statistical question: How old is my math teacher?

Example 3: Types of Data

We use two types of data to answer statistical questions: numerical data and categorical data. If you recorded the ages of 25 baseball cards, we would have numerical data. Each value in a numerical data set is a number. If we recorded the team of the featured player for each of 25 baseball cards, you would have categorical data. Although you still have 25 data values, the data values are not numbers. They would be team names, which you can think of as categories.

Exercises 6–7

6. Identify each of the following data sets as categorical (C) or numerical (N).

   a. Heights of 20 sixth graders  

   b. Favorite flavor of ice cream for each of 10 sixth graders  

   c. Hours of sleep on a school night for each of 30 sixth graders  

   d. Type of beverage drunk at lunch for each of 15 sixth graders  

   e. Eye color for each of 30 sixth graders  

   f. Number of pencils in the desk of each of 15 sixth graders  
7. For each of the following statistical questions, identify whether the data Jerome would collect to answer the question would be numerical or categorical. Explain your answer, and list four possible data values.
   a. How old are the cards in the collection?
   b. How much did the cards in the collection cost?
   c. Where did Jerome get the cards in the collection?
Lesson Summary

Statistics is about using data to answer questions. In this module, the following four steps summarize your work with data:

Step 1: Pose a question that can be answered by data.
Step 2: Determine a plan to collect the data.
Step 3: Summarize the data with graphs and numerical summaries.
Step 4: Answer the question posed in Step 1 using the data and summaries.

A statistical question is one that can be answered by collecting data and where there will be variability in the data.

Two types of data are used to answer statistical questions: numerical and categorical.

Problem Set

1. For each of the following, determine whether the question is a statistical question. Give a reason for your answer.
   a. How many letters are in my last name?
   b. How many letters are in the last names of the students in my sixth-grade class?
   c. What are the colors of the shoes worn by students in my school?
   d. What is the maximum number of feet that roller coasters drop during a ride?
   e. What are the heart rates of students in a sixth-grade class?
   f. How many hours of sleep per night do sixth graders usually get when they have school the next day?
   g. How many miles per gallon do compact cars get?

2. Identify each of the following data sets as categorical (C) or numerical (N). Explain your answer.
   a. Arm spans of 12 sixth graders
   b. Number of languages spoken by each of 20 adults
   c. Favorite sport of each person in a group of 20 adults
   d. Number of pets for each of 40 third graders
   e. Number of hours a week spent reading a book for a group of middle school students

3. Rewrite each of the following questions as a statistical question.
   a. How many pets does your teacher have?
   b. How many points did the high school soccer team score in its last game?
   c. How many pages are in our math book?
   d. Can I do a handstand?
4. Write a statistical question that would be answered by collecting data from the sixth graders in your classroom.

5. Are the data you would collect to answer the question you wrote in Problem 2 categorical or numerical? Explain your answer.
Display Data in Dot Plots

A dot plot is a visual display in which each piece of data is represented by a dot above a number line.

Noah is recording the number of pushups that each classmate completes in gym class. He records the following data: 31, 34, 35, 32, 32, 35, 30, 33, 32, 33, 35, 32, 35, 35. Create a dot plot. Use the dot plot to describe the data.

A. Make a number line that begins with the smallest observation and ends with the largest observation. Label the number line.

B. For each observation, make a dot above its value on the number line.

C. How many students completed 32 pushups?

I look at the dot plot and count 4 dots above 32, so 4 students completed 32 pushups.

D. What is the most common number of pushups completed by the students?

I see on the dot plot that 35 has more dots above it than any other value, so 35 is the most common number of pushups completed by the students.

1. Sanji weighs the rocks in her rock collection and records the following weights (in grams): 43, 37, 44, 39, 41, 35, 39, 40, 39, 40. Create a dot plot.

2. What is the difference between the heaviest rock in Sanji’s collection and the lightest rock?

   

3. What is the most common weight of the rocks in Sanji’s collection?
Display Data in Dot Plots

1. A football coach makes a dot plot to show how many wins his school’s team has had during the regular season in past years.

   ![Regular Season Wins Per Year]

   A. During how many seasons did the team have 6 wins? _____________

   B. Which number of wins occurred most often? _____________

   C. During how many seasons did the team have at least 8 wins? ______

   D. In what percent of the years did the team have 7 wins? ______

2. The margin by which Madison wins her sprint races are shown below.

   Time (in seconds): 0.5, 0.3, 0.4, 0.2, 0.2, 0.1, 0.5, 0.8, 0.5, 0.4, 0.5, 0.6, 0.9, 0.2, 0.3, 0.5, 0.4, 0.3, 0.1, 0.6

   A. Make a dot plot to show the time margins.

   ![Time Margins]

   B. What is the average margin of victory?

   ________________________

   C. What is the most common margin of victory?

   ________________________

   D. By which margins did Maddie never win?

   ________________________
Lesson 8: Variability in a Data Distribution

Comparing Two Data Distributions

Robert's family is planning to move to either New York City or San Francisco. Robert has a cousin in San Francisco and asked her how she likes living in a climate as warm as San Francisco. She replied that it doesn't get very warm in San Francisco. He was surprised by her answer. Because temperature was one of the criteria he was going to use to form his opinion about where to move, he decided to investigate the temperature distributions for New York City and San Francisco. The table below gives average temperatures (in degrees Fahrenheit) for each month for the two cities.

<table>
<thead>
<tr>
<th>City</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York City</td>
<td>39</td>
<td>42</td>
<td>50</td>
<td>61</td>
<td>81</td>
<td>85</td>
<td>84</td>
<td>76</td>
<td>65</td>
<td>55</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>San Francisco</td>
<td>57</td>
<td>60</td>
<td>62</td>
<td>63</td>
<td>64</td>
<td>67</td>
<td>67</td>
<td>70</td>
<td>69</td>
<td>63</td>
<td>58</td>
<td></td>
</tr>
</tbody>
</table>

Data Source as of 2013: http://www.usclimatedata.com/climate/san-francisco/california/united-states/usca0987

Data Source as of 2013: http://www.usclimatedata.com/climate/new-york/united-states/3202

Exercises 1–2

Use the data in the table provided in Example 1 to answer the following:

1. Calculate the mean of the monthly average temperatures for each city.

2. Recall that Robert is trying to decide where he wants to move. What is your advice to him based on comparing the means of the monthly temperatures of the two cities?
Natural Resources
Choose Your Meal: A Menu of Natural Resource Activities
Show what you know about natural resources.

1. Choose one item from each section of the menu, with an optional dessert. Check your choices.

2. Be ready to submit or present your results to your teacher and classmates when you return to school.

Appetizers
_____ Resourceful Interview Imagine you interview a scientist. You ask him to explain how renewable resources can become nonrenewable. Write the interview questions and answers.
_____ Resourceful Flowchart Make a flowchart that explains how natural resources are used to make objects, to make food or drink, or to generate energy.

Main Dish
_____ Resourceful Report Choose one resource. Make a podcast or news report that explains whether it is renewable or not, and how you know. Explain whether it is a material or energy resource, and what the resource is used for.
_____ Resourceful Model Choose one resource. Make a diagram or model that shows how a resource gets from the ground to a final product. Explain whether the resource is renewable or not, and whether it is a material or energy resource.

Side Dishes
_____ Resourceful Poster Make a poster that shows the different types of resources: renewable, nonrenewable, material, and energy resources. Include labels on your poster.
_____ Resourceful Exhibit Make a museum exhibit that shows the different types of resources: renewable, nonrenewable, material, and energy resources. Include descriptions for each item in your exhibit.

Desserts (optional)
_____ Resourceful Acting Write a skit that describes the relationship between items in your classroom and natural resources. Practice your skit with your family members. Each family member can play the role of one item, and explain where they started and how they ended up in the classroom.
Natural Resources
Choose the letter of the best answer.

1. The figure below includes many natural resources.

Which of the materials shown here could be classified as an inexhaustible natural resource?
A. trees  
B. water  
C. cattle  
D. sunlight

2. Coal is a natural resource. Why is coal considered nonrenewable?
A. Coal will never run out.  
B. No new coal is being produced on Earth.  
C. Coal is used to produce energy and not materials.  
D. Coal is being used faster than it is being produced.

3. A natural resource is best defined as any naturally occurring material that is which of the following?
A. used by people  
B. mined from Earth  
C. unlimited in quantity  
D. left untouched in nature

4. Which of these activities requires the use of a material resource?
A. heating a home  
B. manufacturing steel  
C. climbing a tall mountain  
D. generating an electric current

5. Which of the following sequences correctly describes how a product can be made from a geologic resource?
A. cutting down a tree, processing wood, building a bookshelf  
B. drilling into the ground, installing a well, extracting drinking water  
C. growing strawberries, harvesting the crop, making a strawberry pie  
D. drilling into the ground, extracting crude oil, processing the oil to make gasoline
Minerals

Tic-Tac-Toe: Matter and Minerals
Complete the activities to show what you’ve learned about matter and minerals.

1. Choose three quick activities from the game. Check the boxes you plan to complete. They must form a straight line in any direction.

2. Do each activity and be ready to share your results when you return to school.

<table>
<thead>
<tr>
<th>__ You Ask the Questions</th>
<th>__ Trading Definitions</th>
<th>__ Distinguished Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compose a quiz that contains at least six questions. Write about the ways minerals form. Include different types of questions such as multiple choice, true/false, and short answer.</td>
<td>Design trading cards for the terms elements, atoms, and compounds. Give each term its own card. On each card, draw an example of the item, label it, define the term, and, if appropriate, list a few examples.</td>
<td>Design a collage distinguishing between minerals and nonminerals. Illustrate your collage with pictures from the Internet or old magazines. Include the characteristics of minerals and nonminerals.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>__ Presenting Properties</th>
<th>__ You Decide</th>
<th>__ Picturing Minerals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a PowerPoint presentation in which you compare and contrast properties of common minerals. Include illustrations or diagrams.</td>
<td>On a small sheet of paper or an index card, answer these questions: What did you know about minerals before reviewing this lesson? What did you learn about minerals that you did not know before?</td>
<td>Design a poster that shows minerals and describes their characteristics. Include illustrations or pictures of common minerals. Also list characteristics that all minerals share.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>__ Pair Match Up</th>
<th>__ What Am I?</th>
<th>__ Guess the Mineral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make cards about minerals’ physical properties (for example, color, streak, luster, hardness, density, cleavage, and fracture). Then make another card that will pair with each property (for example, word definitions, an illustration, and so on). Play a matching game with a family member. See who can match the most pairs.</td>
<td>Present a skit in which two actors are different minerals who compare their properties. For example, one actor might be a silicate mineral and another actor a nonsilicate mineral. The actors can talk about their properties and the things that make them different from each other. Explain the different properties to your family members. Then have your family guess who is the silicate mineral and who is the nonsilicate mineral.</td>
<td>Design a game that shows you know the ways to identify minerals. On index cards, write the name of some minerals and how to identify them. To play, draw a card and describe how to identify the mineral. Have other players try to guess the mineral.</td>
</tr>
</tbody>
</table>
Minerals

Choose the letter of the best answer.

1. The drawing below shows the cleavage of four minerals.

   ![](image)

   A scientist studies a sample of an unknown mineral. She notices that it can form perfect cubes when it breaks. What kind of mineral could this be?
   A. calcite  
   B. fluorite  
   C. halite  
   D. muscovite

2. Diamond is a valuable mineral that is made up of carbon atoms arranged in a repeating pattern. This repeating pattern gives diamonds their hardness. Which of these characteristics do diamonds share with all minerals?
   A. extreme hardness  
   B. rarity and high cost  
   C. orderly crystal structure  
   D. made up of carbon atoms

3. A student is comparing the properties of several mineral samples. Which approach is most useful for analyzing the hardness of each sample?
   A. Break the sample apart with a hammer.  
   B. Scratch one sample with another sample.  
   C. Observe the samples under a microscope.  
   D. Rub the sample across an unglazed ceramic tile.

4. A scientist is conducting an investigation to identify samples of several unknown minerals. The scientist taps in each sample to determine if it breaks along curved or irregular surfaces. Which property of minerals is the scientist using to investigate the samples?
   A. density  
   B. fracture  
   C. hardness  
   D. magnetism

5. The table below shows part of the Mohs hardness scale.

<table>
<thead>
<tr>
<th>Hardness</th>
<th>Mineral</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>apatite</td>
</tr>
<tr>
<td>6</td>
<td>feldspar</td>
</tr>
<tr>
<td>7</td>
<td>quartz</td>
</tr>
<tr>
<td>8</td>
<td>topaz</td>
</tr>
<tr>
<td>9</td>
<td>corundum</td>
</tr>
<tr>
<td>10</td>
<td>diamond</td>
</tr>
</tbody>
</table>

   An unknown mineral scratches feldspar, but not quartz. Which of the following might be the hardness of the mineral?
   A. 5.6  
   B. 5.9  
   C. 6.3  
   D. 7.1
Monday—Read the article and respond to the items below.

By Cory Shaffer, cleveland.com

Updated Mar 21, 2020; Posted Mar 21, 2020

CLEVELAND, Ohio — Three days before the Ohio Supreme Court temporarily stripped Cleveland Municipal Court Judge Pinkey S. Carr of her authority to hold hearings, Carr called an assistant public defender a “little idiot” after he asked whether she would follow an order to postpone proceedings to limit the spread of the novel coronavirus.

Assistant Cuyahoga County Public Defender Mark Jablonski stood before Carr on Tuesday after watching the judge order several arrest warrants filed for people free on bond who did not show up to court hearings, even though an order from the court’s chief judge said such hearings would be postponed.

The two-minute exchange between Carr and Jablonski came during a week in which Carr, in her ninth year on the bench, issued arrest warrants for 33 defendants who failed to show up for hearings, despite an administrative order from Judge Michelle Earley, a news release from the court and a notice posted on the court’s website telling the public that all such court hearings are postponed.

Jablonski asked whether his office could tell its clients who are not in jail that they would not need to come to the courthouse. “Don’t call people and tell them not to show up,” she said. “If they show up, I’m here.”

Jablonski asked, "in light of the pandemic, there’s no concern?” “Hi,” she said. “For the third time, I will be here. If people show up, I am here.” Six minutes after Jablonski thanked Carr and walked out of the room, the judge turned to her courtroom staff and brought up his request again. “I’m gonna call them and tell them don’t come,”” Carr mocked. “I’m sure he is. Little idiot.”

Ohio Supreme Court Chief Justice Maureen O’Connor on Friday stripped Carr of her authority to hear any criminal and traffic cases until the justice rules on an emergency motion filed by the county’s public defender seeking to temporarily disqualify her from all such cases.
Ian Friedman, President of Cleveland Metropolitan Bar Association, said everyone in the legal profession — including judges — should make the safety of the community a priority.

Questions and Activities:

1. Who are Pinky Carr, Mark Jablonski, Michelle Farley, Maureen O’Connor?

2. Identify the organization that is mentioned in this article.

3. Would you have decided to keep your court date or would you have decided not to come to court? Explain your decision.

4. Create a headline for this article.

5. Summarize the events in this article with a song, poem, or a rap.

6. Illustrate the courtroom scene. Don’t forget to label the people in your drawing.