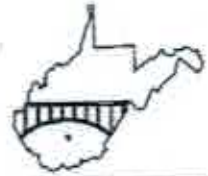


Fayette County Board of Education



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Fayetteville, West Virginia 25840
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Reimagining Time

This school year for the first five snow days, students will not have to make up these first five snow days. They will complete snow packets at home and turn them in within the first two days upon returning to school. Snow packets will be posted on the internet and hard copies will be available from the school upon request. Teachers will be available at the school on these reimagined time days to answer any questions about the curriculum provided in the snow packet. Snow packets will become available during the dates listed below.

First two snow packets- October 16-20

Snow packet three and four- November 6-10

Snow packet five - November 13-17

Fayette County Schools Administration

Sixth
Grade
Day 3

Students donate shoes, books and supplies to help kids in another country

By Washington Post, adapted by Newsela staff on 05.10.17

Word Count 717

Level 680L



Fifth-graders Jamauri Thomas, John Weatherman, and Alan Dia collected 157 pounds of shoes to donate to students in the Dominican Republic. Photo by: Kimberly Lyddane, Lifetouch

Fifth-grader Alan Dia loves basketball shoes. On a recent school day, he wore a new pair of Air Jordans. His classmate John Weatherman wore a pair of Nike MGKs.

Alan, John and their classmate Jamauri Thomas attend Rosa Parks Elementary in Virginia. They love sneakers so much that they decided to study them. They made footwear the topic of a project they did for school.

Rosa Parks Elementary has a special program called International Baccalaureate (IB). This program encourages students to connect their studies to the real world.

Some Children In The World Go Barefoot

The boys learned that some children in the world go barefoot. Their families have no money for shoes, let alone for brand-new Nikes. The students were moved to action.

"Not everyone can afford shoes," John said. "But some people can, and other people will need them."

The three boys decided to collect donated shoes from school families and others. They collected 157 pounds of shoes in total. The shoes went to a school in Constanza, a town in the Dominican Republic. That is a country in the Caribbean. Their principal, Sue Danielson, visited Constanza three years ago.

The boys were not the only students who turned their research into community service. Many other groups did the same. Making that connection is part of the IB program.

Sharing Their Love Of Reading



Fifth-graders Isabel Gallaro, Makena Farabee and Gabby Rosen love to read. They wanted to share their love of reading. So they collected children's books for Constanza.

Art Supplies And Medicine

One group donated art supplies. Another raised money to buy medicine.

Nicole Boissiere runs the IB program at Rosa Parks. She said the students' projects show the benefits of the program. IB encourages students to examine the world outside their classroom walls.

"They have to take what they've learned and they have to apply it to our community," Boissiere said. She added that students can use what they learn to make the world a better place.

School Principal's Trip Sparks Students' Imagination

When working on their projects, many students remembered their principal's trip to the Dominican Republic. Danielson traveled with other educators to Constanza. They went there to help build a school.

While she was there, Danielson often video-chatted with her Rosa Parks students. She shared photos of the Dominican children she hoped to help.

A Peso For Every Student

Danielson also brought back a Dominican peso for every student. It was her way of reminding them "that they too can make a difference," she said.

It worked. Her students remembered.

"When Ms. Danielson went to the Dominican Republic, we saw some pictures," Alan said. They showed the children "were barefooted. Their feet would be hurting every single day."

Alan added that they probably could not play basketball.

Gabby was one of the students who helped collect books. "I like books because they help me escape reality for a few hours," she said. "I get to go into this fantasy world."

Gabby and her friends let people know about their book drive during the school's morning announcements. Then the girls left out boxes. People could drop in their books. They collected about 75 pounds of books in total.

Lessons From Civil Rights Pioneer

Boissiere said projects like these show children that small actions matter. Even small acts of kindness can make a difference.

It is a lesson they take from the woman their school is named for: Rosa Parks. She fought for equal rights for African-Americans. In the 1950s, a bus driver asked Parks to stand up so that a white person could sit down. Parks refused. That one action drew attention to the civil rights movement. It led to many protests against the unfair treatment of African-Americans.

You're Never Too Old Or Too Young



Children, too, can help make change, Bossiere said. "It doesn't matter how old they are or how young they are," she said.

The students said they were happy to share the things they love with children far away. All those books, shoes and art supplies will help the kids of Constanza.

Quiz

- 1 According to the article, what is the International Baccalaureate (IB) program?
- (A) a program that teaches students in Virginia about the Dominican Republic
 - (B) a program that requires students to create community service projects to help others
 - (C) a program that provides shoes and other supplies to students who need them
 - (D) a program that encourages students to connect their studies to the real world
- 2 Why did Sue Danielson give a peso to each of her students?
- (A) to remind them that they can make a difference in the world
 - (B) to reward them for collecting so many books and shoes
 - (C) to help them learn more about Dominican money
 - (D) to teach them about the importance of donating money
- 3 How does the section "Lessons From Civil Rights Pioneer" support the main idea of the article?
- (A) It tells about civil rights pioneers who collected donations.
 - (B) It explains why a school in Virginia is named after Rosa Parks.
 - (C) It describes what the civil rights movement was about.
 - (D) It connects Rosa Parks' actions to the fifth graders' acts of kindness.
- 4 What is the MAIN idea of the introduction [paragraphs 1-3] of the article?
- (A) Students in Virginia usually wear basketball shoes.
 - (B) Students in Virginia donated shoes to help others.
 - (C) Students in Virginia studied shoes for a school project.
 - (D) Students in Virginia participate in the International Baccalaureate program.

Name _____

Read the passage. Use the make predictions strategy to help you understand what you are reading.

Bringing Home Laddie

11 “Can’t we go yet?” Sofia was already dressed and waiting impatiently
23 on the shabby wooden porch. “Papa,” she hollered “hurry up!” Her father
36 was in the neighbor’s garden, digging up an ancient tree stump. She picked
48 lazily at the peeling paint on the railing. The sun hammered relentlessly
62 down on the porch, so that it was not merely hot, but sweltering. Sofia
75 was already drenched with sweat. It would serve Papa right if she melted
91 away like the Wicked Witch of the West. Why was she the one that had to
103 wait? Why couldn’t Mrs. Stone wait instead? Then Papa could drive Sofia
downtown now to the animal shelter to adopt her new dog.

114 Sofia peered into the house. “Mom,” she shouted, “can I go get Papa?
127 He’s taking so long, and he promised we could go early. Am I going to
142 have to walk?” She could imagine how unhappy she’d look—like a stray
155 dog trudging dejectedly down the road.

161 Her mother came to the door, carrying a casserole dish with a damp
174 dish towel draped over her arm. “Sofia, come, help me with the dishes.”
187 Sofia remained rooted where she was, leaning against the porch railing,
198 her arms crossed tightly in front of her. “Papa won’t finish any sooner
211 because you’re standing here. Come inside and dry the dishes, and Papa
223 will be here before you know it.”

230 With a sigh of profound suffering, Sofia followed her mother into
241 the cool, lemon-scented kitchen. While she dried the dishes, her mother
252 reminded her of the promise she’d made to take care of the dog herself.
266 “I know, Mom, I know,” Sofia replied. By the time the dishes were dry,
280 Papa was back. Sofia was surprised. The time really had passed quickly,
292 just as Mom had predicted it would.

299 When Sofia and her family arrived at the shelter, an attendant
310 shepherded them to the dogs’ quarters—a concrete courtyard lined on all
322 four sides with tiny cages. The area smelled revolting—like mouthwash
333 combined with Papa’s fishing bucket.

Name _____

"Go have a look at them, Sweetie," suggested Papa with a smile. As Sofia approached a cage, a gaunt, gray dog inside bared its teeth, growling. Sofia stared at it blankly. Didn't the dog like her? Maybe none of them would! Tears flooded her eyes, making them burn.

The attendant, following, explained, "That poor thing's just skin and bones, and she's terrified of people. I imagine she's been mistreated. Let's go meet Laddie. He's friendlier." Sofia looked at the forlorn little dog, and she could see now how sad it looked.

Laddie was larger than the first dog, and his black and white fur was shaggier. He rushed to the front of his cage, lifted his front legs, and scrabbled at the wire with his forepaws. One of his eyes was a pale sky blue, the other a dark chocolate brown.

"Go ahead, pet him," the woman offered reassuringly. "Laddie doesn't bite." Sofia tentatively reached out toward Laddie's smiling muzzle. The little sheepdog whined softly and gently licked her outstretched hand. Sofia felt a sort of tug inside her chest and realized that Laddie had just slipped a leash over her heart.



The attendant took Laddie out of his cage. He rolled onto his back, wagging his tail and contemplating Sofia with mismatched eyes while she rubbed his belly. The woman showed Sofia how to hold his leash in two hands for better control and reminded her to clean up after Laddie. "Never leave his mess on other people's lawns," the woman said. Sofia nodded, smiling.

When they arrived home, Sofia immediately prepared water and food for Laddie. She set them on a rubber mat on the kitchen floor and watched Laddie devour them. When he had finished, she washed and dried his bowls and put them on the shelf. "Well," Sofia's mother commented with a smile, "it seems you'll be looking after someone else for a change."

Sofia grinned and bent toward the sprawling dog. "I love you, Laddie," she whispered. Stuffing plastic bags into her pocket, she grabbed his leash. "Want to go for a walk?" Laddie bounded over, his tail waving vigorously like a flag in the wind.

Name _____

A. Reread the passage and answer the questions.

1. Contrast the first dog and Laddie.

2. How does Sofia react to these different settings: her mother's kitchen and the animal shelter?

3. How do you think Sofia will react to life with a dog in her home? What clues about her character helped you make this prediction?

B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Name _____

Read each sentence. **Underline the context clues in the sentence that help you figure out the meaning of each word in bold. Then write another sentence using the word in bold.**

1. The sun hammered relentlessly down on the porch, so that it was not merely hot, but **sweltering**.

2. The area smelled **revolting**—like mouthwash combined with Papa's fishing bucket.

3. As Sofia approached a cage, a **gaunt**, gray dog inside bared its teeth, growling. . . . The attendant, following, explained, "That poor thing's just skin and bones, and she's terrified of people."

4. Sofia looked at the **forlorn** little dog, and she could see now how sad it looked.

5. He rushed to the front of his cage, lifted his front legs, and scabbled at the wire with his **forepaws**.

Applications

1. Ben claims that 12 is a factor of 24. How can you check to determine whether he is correct?
2. What factor is paired with 6 to give 24?
3. What factor is paired with 5 to give 45?
4. What factor is paired with 3 to give 24?
5. What factor is paired with 6 to give 54?
6. How would you test to see whether 7 is a factor of 291?
7. **Multiple Choice** Which of these numbers has the most factors?
A. 6 B. 17 C. 25 D. 36
8. Larcina understands factors, but sometimes she has trouble finding all the factors of a number. What advice would you give to help her find all the factors of a number? Demonstrate by finding all the factors of 110.
9. Find two numbers that have 2, 3, and 5 as factors. What other factors do the two numbers have in common?
10. **a.** What do you get when you use your calculator to divide 84 by 14? What does this tell you about 14 and 84?
b. What do you get when you use your calculator to divide 84 by 15? What does this tell you about 15 and 84?
11. Ramona says the Factor Game might also be called the Divisor Game. Do you agree? Why or why not?

Name _____

Secret Number

Juanita has a secret number. Read her clues and then answer the questions that follow:
Juanita says, "Clue 1: My secret number is a factor of 60."

1. Can you tell what Juanita's secret number is? Explain your reasoning.
2. Daren said that Juanita's number must also be a factor of 120. Do you agree or disagree with Daren? Explain your reasoning.
3. Malcolm says that Juanita's number must also be a factor of 15. Do you agree or disagree with Malcolm? Explain your reasoning.
4. What is the smallest Juanita's number could be? Explain.
5. What is the largest Juanita's number could be. Explain.

