

# Fayette County Board of Education

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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 4

## Beyond words: Kid reporters write a better future for children's hospital

By Akron Beacon Journal, adapted by Newsela staff on 04.25.17

Word Count 712

Level 790L



(From left) Davion White, 11, Alyssa Harper, 11, Ryleen Pister, 10, and Emma Cabelston, 11, look over the "jokes section" of the Glover Gazette. Fourth- and fifth-graders at Glover Elementary School give up their recess time to produce 300 copies of the school newspaper. Photo from: Leah Kialczynski/Akron Beacon Journal/TNS

This month's issue of the Glover Gazette newspaper is hot off the copier. Still, there is no time to rest for the student journalists at Glover Elementary School in Akron, Ohio. They already are hard at work on May's issue.

### **Glover Gazette Raises Money For Akron Children's Hospital**

Last year, a group of fifth-graders launched the school paper. Two kindergarten teachers, Dana Davis and Sandy Shoemaker, agreed to be advisors. The students go from classroom to classroom selling the Gazette for 25 cents a copy. All of the money is donated to the Akron Children's Hospital. Last year, copies of the newspaper sold for 10 cents and students raised \$531. This year, students so far have raised \$532. They are trying to raise \$1,000 for the hospital.

## NEWSLA

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Besides doing good, the fourth- and fifth-graders who work on the newspaper are learning valuable writing skills. They skip recess three days a week to put the newspaper together. Their first issue was only two pages long. Now it has grown to a 12-page folded newspaper.



### **Stories, Interviews, Photos, Puzzles And More**

The newspaper has several different sections. There are stories about school events, as well as a section that interviews people about their careers, or jobs. The paper includes puzzles, jokes and photos, too. The students are always looking for fresh ideas to make the newspaper better. For example, fifth-grader Alyssa Harper came up with the idea for a kids cooking section in the paper, because she loves to bake.

After brainstorming story ideas, the students are given jobs. Some kids write stories and others proofread them. The jobs rotate so everyone gets a turn doing different things. Then students start researching and writing stories.

## Old-Fashioned Ways Of Printing

Today, most newsrooms use computers to design their papers. The Glover school newspaper relies on old-fashioned ways instead. Students type stories on a computer, then print them out and paste them onto paper. After putting all the pages together, they make photocopies in the school office. It takes about three hours to make 250 copies. A local company donated the paper, and a volunteer helps fold them.

On a recent school day, fifth-grader Aniya Phillips was busy typing a story at a classroom computer. To get involved with the paper, she and other students had to complete an assignment: Write a paragraph about why they wanted to take part. The assignment gives the teachers a sense of the students' writing skills.

## It's Not All Hard Work

Putting together the monthly paper is not all hard work. The students build friendships as they work and eat lunch together. "That in itself is a wonderful learning experience," Davis said.



Alyssa and fellow fifth-grader Daviona White recently interviewed a grown-up news reporter for an upcoming issue of the school paper. One of their questions for the reporter was, "What has been the most exciting project you have worked on?" Another was, "Any advice for students?"

### **"It Really Made Me Happy"**

Fourth-grader Rylynn Pinter said she loves working on the newspaper. "This is my first year at Glover and I want to show my Glover spirit," she said. "I joined the newspaper and it really made me happy because ... I got to learn about the students and I got to show the school what I know." Rylynn also enjoys meeting and talking to new people for stories.

Rylynn would like to be a journalist when she grows up. Aniya is considering it, too. "I love to write," she said.

### **Proud Of Budding Journalists**

Nancy Ritch is the principal of Glover Elementary. She is impressed with the students' work. "They learn research, writing skills and all about different careers," Ritch said.

Ritch thinks the future is bright for her budding journalists. Perhaps someday, one of them will win journalism's highest honor: the Pulitzer Prize. "What if one of them winds up winning a Pulitzer because they started at their school newspaper?" Ritch said.

## Quiz

1. Which sentence from the article BEST shows the MAIN idea?
- (A) To get involved with the paper, she and other students had to complete an assignment: Write a paragraph about why they wanted to take part.
  - (B) Two kindergarten teachers, Dana Davis and Sandy Shoemaker, agreed to be advisors.
  - (C) Besides doing good, the fourth- and fifth-graders who work on the newspaper are learning valuable writing skills.
  - (D) White recently interviewed a grown-up news reporter for an upcoming issue of the school paper.
2. Which of the following BEST reflects the central goal of the Glover Gazette?
- (A) The students of Glover Elementary School want to keep the the school informed.
  - (B) The students are trying to raise \$1,000 for the hospital.
  - (C) The students hope that writing for the newspaper will improve their writing.
  - (D) The students want to impress their principal, Nancy Ritch.
3. In the section "It Really Made Me Happy," why did the author include Rylynn Pinter's quotes?
- (A) To show that Rylynn is happy to work on the newspaper
  - (B) To show that Rylynn just moved into Glover Elementary School
  - (C) To show that Rylynn wanted to show her Glover spirit by getting involved with the newspaper
  - (D) To show why some students enjoy working on the paper
4. Based on the article, which of the following statements would the principal, Nancy Ritch, MOST likely agree with?
- (A) Writing on a school newspaper can lead to a career in journalism.
  - (B) The students who are working on the paper should take time to rest.
  - (C) The school newspaper will be written for many years to come.
  - (D) Learning how to conduct an interview is an important skill.

Name \_\_\_\_\_

Read the passage. Use the make predictions strategy to check your understanding.

### Nancy's First Interview

12 Nancy poured herself a bowl of cornflakes while her father finished a  
24 telephone call. "You're really putting me on the spot," he said heatedly  
39 to the person at the other end of the line. "I already have a commitment  
52 today, Jim." After a few moments, Mr. Jenson sighed and hung up the  
63 telephone in defeat. Nancy warily looked up from her breakfast, prepared  
for bad news.

66 Her father gave her a melancholy smile and slumped into the chair  
78 across the table from Nancy. "I'm really sorry, Nance, but I have to work  
92 today. We'll have to reschedule our fishing trip." Mr. Jenson, a reporter  
104 for the city newspaper, was glad to have a job after the stock market crash  
119 of 1929, but he was overworked and underpaid. It was four years after the  
133 crash and his newspaper was still operating with just a skeleton crew.

145 Nancy shrugged, trying not to look too upset. She wished there was  
157 something she could do to comfort her dad; the last thing she wanted was  
171 to make him feel guilty. "It's okay, Dad," she said, plastering a cheerful  
184 smile on her face. "We can go fishing another time."

194 "The worst part is that our photographers are on other assignments,"  
205 Mr. Jenson grumbled, shaking his head. He paused for a moment, lost in  
218 thought. "Nancy," he finally said, "do you remember when I showed you  
230 how to use my camera?" She nodded. "Do you think you could help me  
244 today? I can't carry all of the equipment by myself, and at least we'd get  
259 to spend some time together."

264 Nancy didn't give her dad a chance to change his mind. She jumped up  
278 from her chair and ran to her bedroom to change out of her fishing clothes.  
293 "Make tracks," her dad called down the hallway. "We're in a hurry!"

Name \_\_\_\_\_

As Mr. Jenson navigated their car out of town, he told Nancy about the assignment. They would interview the Carters, a family of migrant workers who had moved from Oklahoma to California in search of work. Also known as "Okies," families like the Carters were escaping drought and poverty.

Mr. Jenson pulled up to a crooked shanty on the edge of a farm. A lanky man and a stout woman greeted them.

Nancy and her father followed the Carters into the shabby house. All of their belongings were in one room: two dingy mattresses, a wobbly kitchen table with four mismatched chairs, and a small camping stove.

The adults sat around the table and Nancy hovered nervously near her father. She felt self-conscious; her family's small house seemed like a mansion compared to this place.

Mr. Jenson started the interview. "What brought you folks to California?" he asked, opening his notebook.

"Work," Mr. Carter said. He explained that they had owned a farm in Oklahoma, but lost it when costs rose. "Upkeep cost an arm and a leg, and the drought killed our chances of a good crop."

"Don't you miss home?" Nancy blurted. She blushed, knowing she shouldn't have interrupted, but her father gave her an encouraging smile.

"There's nothing to miss," Mrs. Carter said, shrugging. "The only thing we have left in this world is each other."

Nancy was bursting with questions, and the Carters answered them all. As she listened to their stories, she realized that her family wasn't so different from the Carters. During bleak times, families had to support one another.

After the interview, Nancy's father helped her set up the camera so she could take a few photos. Mr. Carter nodded at her and said, "You've got a good little reporter there."

Mr. Jenson grinned and ruffled Nancy's hair. "I taught her everything she knows," he said. "She's a chip off the old block."



During the Great Depression of the 1930s, migrant workers packed their few belongings and headed for California.

Library of Congress Prints and Photographs Division



Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. Who goes on the newspaper assignment with Mr. Jenson, and why?

\_\_\_\_\_

\_\_\_\_\_

2. Contrast the Carters' home with the Jensons' home. What are two differences between the homes?

\_\_\_\_\_

\_\_\_\_\_

3. When Nancy compares her family with the Carters, what does she realize?

\_\_\_\_\_

4. Who does Mr. Jenson compare himself with at the very end of the story? Explain how he makes the comparison.

\_\_\_\_\_

\_\_\_\_\_

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

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

Name \_\_\_\_\_

Restate each idiom below in your own words. Then write a sentence or two for each idiom using it in a way that demonstrates its meaning.

**1. put me on the spot**

meaning: \_\_\_\_\_

sentence: \_\_\_\_\_

\_\_\_\_\_

**2. skeleton crew**

meaning: \_\_\_\_\_

sentence: \_\_\_\_\_

\_\_\_\_\_

**3. make tracks**

meaning: \_\_\_\_\_

sentence: \_\_\_\_\_

\_\_\_\_\_

**4. cost an arm and a leg**

meaning: \_\_\_\_\_

sentence: \_\_\_\_\_

\_\_\_\_\_

**5. chip off the old block**

meaning: \_\_\_\_\_

sentence: \_\_\_\_\_

\_\_\_\_\_

Insert operation signs to make the answer correct.

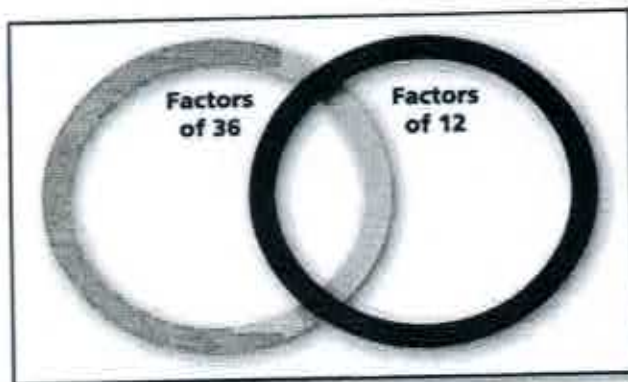
a.  $2 \blacksquare 5 \blacksquare 3 = 17$

b.  $2 \blacksquare 5 \blacksquare 3 = 13$

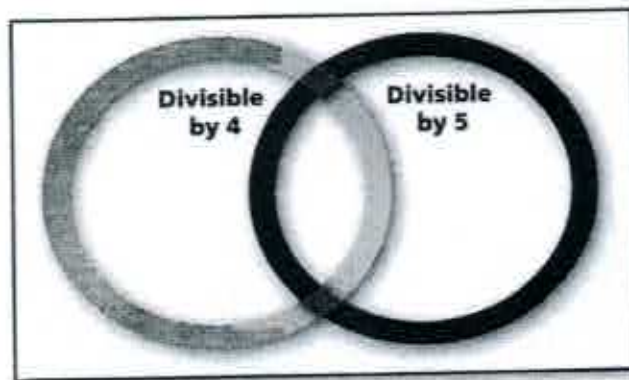
c.  $2 \blacksquare 5 \blacksquare 3 = 30$

d.  $2 \blacksquare 5 \blacksquare 3 = 7$

Copy this Venn diagram and place whole numbers from 1 to 36 in the appropriate regions. Do you notice anything unusual about the diagram?



Copy this Venn diagram and find at least five numbers that belong in each region.



## Illustrative Mathematics

### Banana Pudding

<b>Carolina's Banana Pudding Recipe</b>
<ul style="list-style-type: none"><li>• 2 cups sour cream</li><li>• 5 cups whipped cream</li><li>• 3 cups vanilla pudding mix</li><li>• 4 cups milk</li><li>• 8 bananas</li></ul>



Carolina is making her special banana pudding recipe. She is looking for her cup measure, but can only find her quarter cup measure.

- How many quarter cups does she need for the sour cream? Draw a picture to illustrate your solution, and write an equation that represents the situation.
- How many quarter cups does she need for the milk? Draw a picture to illustrate your solution, and write an equation that represents the situation.
- Carolina does not remember in what order she added the ingredients but the last ingredient added required 12 quarter cups. What was the last ingredient Carolina added to the pudding? Draw a picture to illustrate your solution, and write an equation that represents the situation.

# ' Finding Common Denominators to Subtract

## Task

- a. To subtract fractions, we usually first find a common denominator.
- Find two different common denominators for  $\frac{1}{2}$  and  $\frac{1}{14}$ .
  - Use each common denominator to find the value of  $\frac{1}{2} - \frac{1}{14}$ . Draw a picture that shows your solution.
- b. Find  $\frac{5}{9} - \frac{1}{6}$ . Draw a picture that shows your solution.
- c. Find  $\frac{21}{10} - \frac{24}{15}$ .

