NTI Documentation Form

As part of your NTI assignment, we would like for students to spend at least 30 minutes each day on Lexia. This is an individualized reading program that is specifically working on skills that your child needs. This program can be accessed through the Olmstead School website. If your child does not have access to the internet at home, they can read for at least 30 minutes.

For math, we would like your child to get on Reflex math and earn a green light (the kids know what that means). This program also is accessed through the Olmstead School website. Both programs are used daily in class and they know how to access them. If you do not have internet at home, please study basic multiplication facts at home for at least 15 minutes (flashcards, math games, calling out facts, writing facts….)

Please complete this form for each NTI day to document your child's work.

Day	Lexia or Reading Time (30 minutes) Time and parent signature	Reflex or multiplication fact fluency (green light or 15 minutes) Time and parent signature
NTI Day 1		
NTI Day 2		
NTI Day 3		
NTI Day 4		
NTI Day 5		

NTI-Snow Day Packet-Day 1-Math

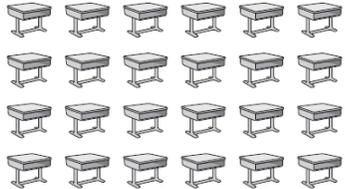|	
1. Adam sells nachos at ball games. He sold 52 nachos in the first half. He sold 49 in the second half. He had 34 left after the game. How many nachos did Adam have to start? a. 135 nachos b. 134 nachos c. 101 nachos d. 83 nachos	2. Beth bought a hotdog at the Winter Festival that cost $1.25. Ben bought a double cheeseburger for $2.50. How much less did the hotdog cost than the double cheeseburger? a. $3.75 b. $2.25 c. $2.00 d. $1.25
3. A summer camp had a total of 750 campers. Of that number, 386 were girls. How many were boys? a. 1136 b. 436 c. 364 d. 215	4. The table shows the number of students at two schools for two years. Each school increased by 100 from last year to this year. How many students were at both schools together this year? | School	Students Last Year	Students This Year
---	---	---
Creekwood	421	
Riverview	619		 a. 521 students b. 719 students c. 1,040 students d. 1,240 students

5. Using the Schools chart in number 4, about how many more students did Riverview have than Creekwood? a. 400 students b. 300 students c. 200 students d. 100 students	6. Dad bought 4 bags of candy. Each bag had 10 pieces of candy in all. Which number sentence best represents how Dad could find the total number of candy? a. 4+4+4+4 b. 4 + 10 c. 10 - 4 d. 4 x 10
7. What is the sixth number in this pattern? 4, 8, 12, 16, ____, _____, ____ a. 3 b. 24 c. 27 d. 30	8. The store stocked 289 sleds. To the nearest ten, how many sleds did the store have? a. about 200 b. about 280 c. about 290 d. about 300
9. Which number belongs in the box to make a true number sentence? (2x3) x4 = 2 x (3x ☐) a. 2 b. 3 c. 4 d. 6	10. All of the following equations are true except which one? a. 2 x 3 = 6 x 1 b. 2 x 3 = 3 x 2 c. 3 x 2 = 6 x 1 d. 3 x 2 = 6 x 0

NTI-Snow Day Packet-Day 2-Math

| 1. At the store, you could buy birthday cupcakes. There were 3 chocolate and 3 vanilla cupcakes in each package. Michelle bought 3 packages of cupcakes. How many did she have?
a. 3 cupcakes   b. 6 cupcakes

c. 9 cupcakes   d. 18 cupcakes | 2. Kevin had $0.48 in his pocket. He had some money in his hand. In all Kevin had $1. Which of these could be a group of coins in Kevin's hand?

a. 4 dimes, 8 pennies
b. 2 quarters, 2 pennies
c. 2 quarters, 2 nickels
d. 1 quarter, 2 dimes, 2 pennies |
| 3. Mom arranged the cookies on the tray. Which number sentence best represents the total number of cookies she has?
a. 2 x 5   b. 2 + 6
c. 6+ 6   d. 2 + 2 + 2 + 2 + 2
 | 4. Charlie's brother is playing with these blocks. Which two bocks have the same number of faces?

Block A   Block B   Block C   Block D
a. Blocks A and B   b. Blocks B and D
c. Blocks C and A   d. Blocks D and B |

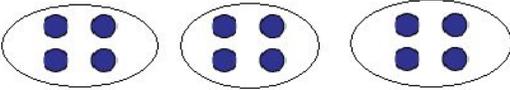| 5. The library has 4,301 fantasy books. What is another way to write 4,301? a. 4,000 + 300 + 10 b. 4,000 + 30 + 1 c. 4,000 + 300 + 1 d. 4,000 + 100 + 3	6. Dad had $254 left after he paid $547 for a new TV. How much did Dad have to begin with? a. $293 b.$313 c. $801 d. $891
7. Cole counts by 3 (3, 6, 9, 12, 15, 18) until he gets to 18. What multiplication fact is related to this? a. 3 x 3 x 3 x 3 x 3 x 3 b. 6 x 3 c. 2 x 9 d. 1 x 18	8. Tommy had 5 boxes of Hot Wheels. Each box had 6 trucks and 4 cars. How many total Hot Wheels does Tommy have? a. 50 b. 30 c. 20 d. 15
9. There were 5,365 fans at the Predators game. To the nearest ten, about how many people were at the game? a. 5,000 b. 5,400 c. 5,360 d. 5,370	10. Linda chose an even number and then kept adding 2. Which of these is true about Linda's pattern? a. they are all odd numbers b. they are all even numbers c. they are both even and odd d. her numbers are all multiples of 10

NTI-Snow Day Packet-Day 3-Math

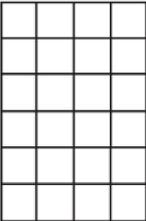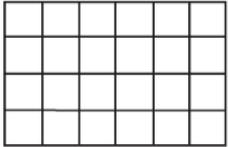| 1. On Friday, the concession stand made $165. It earned $169 more on Saturday. How much did it earn both days? a. $324 b. $334 c. $449 d. $499	2. The Johnson's were saving their money for a Disney Vacation. So far they have saved $1,549. To the nearest hundred, how much have they saved? a. about $1,600 b. about $1,550 c. about $1,500 d. about $1,000
3. There were 56 erasers in the supply box. Mrs. Johnson wanted to put an equal number of erasers on each of the 7 tables in her classroom. Which of these is a number sentence that correctly models the data above? a. 56 erasers ÷ 7 tables = 8 erasers per table b. 56 erasers ÷ 7 erasers per table = 8 tables c. 56 erasers ÷ 7 tables = 9 erasers per table d. 56 erasers ÷ 9 tables = 7 erasers per table	4. The drawing below shows the desks in Mr. Thomason's room. What expression can be used to find the total number of desks in his room? a. 6 + 4 b. 4 + 4 + 4 c. 4 x 6 d. 6 + 6 + 6

5. Which of these is would be a member of this fact family: 4x6 = 24, 24 ÷ 4 = 6? a. 2 x 12 = 24 b. 24 ÷3 = 8 c. 6 x 4 = 24 d. 24 – 4 = 20	6. There was $36. Dad put $9 in each envelope. He gave 2 envelopes to his children for their allowance and kept the rest for himself. How much money did Dad keep? a. $27 b. $18 c. $ 4 d. $2
7. What is the sixth number in this pattern? 9, 18, 27, 36, ____, _____, ____ a. 40 b. 45 c. 54 d. 63	8. Which multiplication sentence could help solve the division problem 54 ÷ 6 = n? a. 50 + 6 = 54 b. 6x9=54 c. 6 x 7 = 54 d. 6 x 8 = 54
9. Use estimation to determine which problem has an answer of about 400. a. 1,110 – 795 b. 951 – 652 c. 1,106 – 651 d. 642 - 378	10. Which story problem could be solved using this equation? 36 ÷ 4 = 9 a. There were 36 cookies. Mom baked four more. How many cookies were there then? b. There were 36 cookies. Each cookie had 4 sprinkles. How many sprinkles were there in all? c. There were 36 cookies. The children ate four cookies. How many cookies were left? d. There were 36 cookies. Mom served each child at the party four cookies. How many children were at the party?

NTI-Snow Day Packet-Day 4-Math

| 1. This week Mary ran for 20 minutes each day for 6 days. Jessica ran 32 minutes less than Mary this week. How long did Jessica run?

a. 52 minutes   b. 88 minutes
c. 120 minutes   d. 153 minutes | 2. Kara had $4.52. She paid $3.45 for her lunch at McDonald's. Which could be the change Kara received?
a. 4 quarters and 7 dimes
b. 4 quarters and 7 nickels
c. 4 quarters and 1 nickel and 7 pennies
d. 4 quarters, 1 nickel, 2 pennies |
3. Which missing variable problem could be represented by this model? a. 12 ÷ 2 = n b. 4 x n = 16 c. 3 x n = 15 d. 12 ÷ n = 4 	4. The table shows the number of hours each class spent helping at an animal shelter last year. How many hours did grade 3 and grade 6 spend at the shelter? a. 307 hours b. 370 hours c. 380 hours d. 389 hours | Class	Number of Hours
Grade 3	125
Grade 4	207
Grade 5	173
Grade 6	182	

5. There were 27 snowballs used to make snowmen in the park. If each snowman was made of 3 snowballs, how many snowmen were in the park? a. 3 snowmen b. 6 snowmen c. 7 snowmen d. 9 snowmen	6. Tom had 6 marbles. His brother Jacob had four times as many. Jacob had his marbles in 3 bags. How many marbles did Jacob have in each bag? a. 2 marbles b. 8 marbles c. 18 marbles d. 24 marbles
7. Ricky made this number pattern. 37, 50, 63, _____, 89, 102 What's the missing number in Ricky's pattern? a. 70 b. 74 c. 75 d. 76	8. Which number would fit in the box and make the number sentence true? 315 = ☐ + 214 a. 529 b. 501 c. 109 d. 101
9. Mom spent \$147 last week and \$254 this week grocery shopping. Which of these is the best estimate of how much Mom spent? a. about \$300 b. about \$400 c. about \$500 d. about \$600	10. Solve for n. $48 \div 6 = 2 \times n$? a. n = 2 b. n = 4 c. n = 6 d. n = 8

NTI-Snow Day Packet-Day 5-Math

1. Rachel had read 372 pages in her book. There were 168 pages left to read. How many pages are in Rachel's book? a. 550 pages b. 540 pages c. 214 pages d. 204 pages	2. Carter has 4 Wii games. Billy has 3 times as many games as Carter. How many games do they have in all? a. 7 games b. 12 games c. 15 games d. 16 games
3. Which number facts do the arrays show? a. $4 \times 6 = 6 \times 4$ b. $4 + 6 = 6 + 4$ c. $4 - 6 = 6 - 4$ d. $6 \div 4 = 4 \div 6$	4. The students entered the Math Challenge at school. Which student answered the most questions? a. Tom b. Chris c. Liz d. Tracy

Student	Problems Correct	Problems Missed
Tom	619	532
Chris	462	443
Liz	526	312
Tracy	418	345

5. On Friday, there were 238 people who shopped at the store. On Saturday, 354 people shopped at the store. On Sunday 526 people were shopping. How many more people shopped on Sunday than Friday? a. 526 people b. 288 people c. 172 people d. 116 people	6. Samantha had $0.63 in her pocket. She had some money in her hand. In all Samantha had $1.50. Which of these could be a group of coins in Samantha's hand? a. 3 quarters, 1 dime, 2 pennies b. 2 quarters, 1 dime, 3 pennies c. 3 quarters, 1 nickel, 2 pennies d. 1 quarter, 1 dime, 2 pennies
7. Tiffany bought 3 shirts. She paid $26.99 in all. If each shirt cost the same amount, ABOUT how much did each shirt cost? a. $30 b. $27 c. $9 d. $7	8. The bakery fixed 36 chocolate doughnuts. They put them in 6 boxes. Mom bought 2 boxes of doughnuts. How many doughnuts did she have? a. 6 doughnuts b. 8 doughnuts c. 12 doughnuts d. 18 doughnuts
9. Which multiplication sentence could help solve the division problem $42 \div 7 = n$? a. $6 \times 7 = 42$ b. $6 \times 8 = 48$ c. $21 \times 2 = 42$ d. $7 \times 7 = 42$	10. Casey was having trouble solving the division problem $56 \div 7 = n$. Which multiplication sentence could help him? a. $9 \times 7 = 63$ b. $8 \times 8 = 56$ c. $8 \times 7 = 56$ d. $7 \times 7 = 49$

Winter Poems

"Winter-Time"
by Robert Louis Stevenson

Late lies the wintry sun a-bed,
A frosty, fiery sleepy-head;
Blinks but an hour or two; and then,
A blood-red orange, sets again.

Before the stars have left the skies,
At morning in the dark I rise;
And shivering in my skin,
By the cold candle, bathe and dress.

Close by the jolly fire I sit
To warm my frozen bones a bit;
Or with a reindeer-sled, explore
The colder countries round the door.

When to go out, my nurse doth wrap
Me in my comforter and cap;
The cold wind burns my face, and blows
Its frosty pepper up my nose.

Black are my steps on silver sod;
Thick blows my frosty breath abroad;
And tree and house, and hill and lake;
Are frosted like a wedding-cake.

"Stopping by Woods on a Snowy Evening"
by Robert Frost

1 Whose woods these are I think I know.

His house is in the village though;

He will not see me stopping here

To watch his woods fill up with snow.

2 My little horse must think it queer

To stop without a farmhouse near

Between the woods and frozen lake

The darkest evening of the year.

3 He gives his harness bells a shake

To ask if there is some mistake.

The only other sound's the sweep

Of easy wind and downy flake.

4 The woods are lovely, dark and deep,

But I have promises to keep,

And miles to go before I sleep,

And miles to go before I sleep.

Winter Poems

Use the poem, "Winter-Time" to answer questions 1-5.

1. Which of the following descriptions does the author use to describe the sun?
   a. jolly
   b. blood-red orange
   c. frosted like a wedding cake
   d. shivering

2. What do the following two lines in the poem mean?:
"Before the stars have left the sky, At morning in the dark I rise."
   a. It is late at night before the child goes to bed.
   b. It is still dark out when the child wakes up.
   c. It is a really dark afternoon in the winter.
   d. The child cannot see the stars because it is so dark.

3. Based on the poem, why does the child most likely get wrapped in a comforter and cap?
   a. He is getting ready for bed.
   b. He likes wearing a cap.
   c. It is cold outside.
   d. He is sick and needs another blanket.

4. Read the following sentence: *"At morning in the dark I rise; and shivering in my skin, by the candle, bathe and dress."*
What does the word **shivering** mean as used in the poem?
   a. early   b. shaking   c. cold   d. dark

5. What is the poem mostly about?
   a. what a child does at school in the winter
   b. a child's experiences during winter
   c. how to ride on a reindeer sled in the snow
   d. a sick child in the winter

Use the poem, "Stopping By Woods on a Snowy Evening" to answer questions 6-10.
6. Why does the speaker of the poem stop?
   a. to say hello to the owner of the woods
   b. to find food for his or her horse
   c. to go skating on a frozen lake
   d. to watch the woods fill up with snow

7. What is the setting of this poem?
    a. in the woods on a bright, snowy afternoon
    b. near the woods on a dark, snowy evening
    c. in a village on a dark, snowy evening
    d. by a frozen lake on a bright, snowy afternoon

8. What can you conclude based on the first stanza of the poem?
    a. the woods are far away from the village
    b. the woods are near some houses
    c. the owner of the woods is friends with the speaker of the poem
    d. the speaker of the poem does not like the owner of the woods

9. What is one thing that pulls the speaker of the poem away from the woods?
    a. the freezing, harsh wind   b. the cold, snowy weather
    c. the darkness of the evening   d. promises the speaker
                                             needs to keep

10. In stanza 4, why might the poet have repeated the line "and miles to go before I go to sleep"?
    a. to make the woods seem even more attractive and lovely
    b. to make the speaker seem forgetful and less smart than earlier in the poem
    c. to make the readers pay special attention to the meaning of the line
    d. to make the speaker seem like he or she is already asleep

Watching the Weather

Do you know what the weather will be tomorrow? A weather report can tell you. But what will the weather be like in ten years? Or 20 years? Or 100 years?

No one knows for sure. But some scientists say that our long-range weather outlook isn't good.

These scientists say the summers will be hotter. They say that warmer, wetter winters are on the way. Severe droughts, floods, wildfires, and storms are also possible.

What's the cause of all those wacky weather changes? Experts say that humans are.

Warming the Globe

Some weather changes are due to global warming. Global warming happens when gases in the air trap the sun's energy. That energy heats Earth. Without the gases, the energy would escape into space.

Some global warming is good. Without it, Earth would be too cold to live on.

For years, though, humans have created lots of air pollution. The pollution traps more of the sun's heat. In turn, Earth has grown warmer, experts say. This could lead to bad weather.

Melting the Ice

There are some signs of global warming. One of the signs is happening in the coldest parts of the world. Near the North and South poles, vast ice sheets are breaking up.

Earth's glaciers (GLAY-shers) are also melting. A glacier is a huge mass of ice that slowly moves. Experts say some glaciers may vanish by the year 2100.

A Rising Tide

As the ice melts, ocean levels rise. Experts say that levels have risen 4 to 10 inches in the past 100 years. Levels could rise 3 feet in the next 100 years! High ocean levels might lead to floods along U.S. coasts. Some coastal areas might disappear under water.

That change might also bring more storms. Hurricanes are storms that create high wind and rainfall. They are strongest over water. Higher sea levels might lead to stronger hurricanes on U.S. shores.

Drying Out

In some areas, though, global warming might lead to drier weather. Dry weather often leads to droughts. A drought is a long period of very dry weather.

Droughts hit parts of the country this year. If experts are right, global warming could cause less rain to fall in the Midwest. This would be hard on plant life and people.

Droughts kill off crops. And dried-out plants and tress could lead to wildfires.

What's the Answer?

Scientists say that cutting down on air pollution will slow global warming. One way to lower air pollution is to drive less. Cars cause a lot of pollution. People also need to find cleaner ways to make electricity.

Experts aren't sure how global warming will change the weather. But they agree that something must be done to stop global warming. The life of future generations depends on it.

Watching the Weather

1. According to the passage, what is one negative effect of droughts?
a. wildfires
b. storms
c. pollution
d. floods

2. In the passage, the author describes the problem of global warming. What solution does the author propose for this problem?
a. The author proposes melting the glaciers.
b. The author proposes cooling off the Earth.
c. The author proposes cutting back on air pollution.
d. The author proposes moving out of some coastal areas.

3. The passage suggests that
a. scientists can definitely know what the weather will be like in 10 years
b. people will drive their cars more in the future and cause more air pollution
c. there will be big problems in the future if global warming is not stopped
d. the droughts in the Midwest might not be difficult for people

4. Read the following sentences and answer the question: "Those scientists say the summers will be hotter. They say that warmer, wetter winters are on the way. Severe droughts, floods, wildfires, and storms are also possible. What's the cause of all those **wacky** weather changes?"
What does the word wacky mean?
a. hot
b. crazy
c. rainy
d. melting

5. What would be another good title for this passage?
a. Weather Problems in the Future
b. How to Predict the Weather
c. The Weather and You
d. Whether the Weather is Warm or Hot

6. Which of these is a way humans have caused weather changes?
a. Humans have caused Earth's weather changes because
     scientists are studying the weather.
b. Humans have caused Earth's weather changes by polluting the
     air.
c. Humans have caused Earth's weather changes by finding
     cleaner ways to make electricity.
d. Humans have caused Earth's weather changes by causing
     wildfires and droughts.

7. What signs of global warming might a person in the Midwest
be most concerned about?
a. melting glaciers
b. rising ocean levels
c. less rainfall
d. more hurricanes

8. What is the purpose of (GLAY-shers) after the word glacier?
a. it shows how to spell the word
b. it gives the meaning of the word
c. it gives extra information about glaciers
d. it shows how to pronounce the word

9. Which of these statements would the author of this article
most likely agree with?
a. People should not be concerned with changes in the weather.
b. The rising temperatures and droughts will be helpful to earth.
c. People should find ways to try to stop global warming.
d. There is nothing people can do to stop global warming.

10. Under which heading would this sentence most likely belong?
" Arctic temperatures are rising twice as fast as anywhere on Earth."
a. Melting the Ice
b. Drying Out
c. What's the Answer
d. A Rising Tide

You've Got Mail

Riding With the Pony Express

Sending a message to someone across the country today is as easy as dialing a phone or pushing a button on a computer. But 150 years ago, there were no telephones or computers. The only way to communicate was by letter. However, it often took weeks for the letter to arrive at its **destination**. This was especially true if the letter was traveling across the country.

Then on April 3, 1860, the Pony Express began carrying mail. The route was between St. Joseph, Missouri, and Sacramento, California. The cities were roughly 2,000 miles apart. It had been taking three weeks to send a letter from Missouri to California – by ship! The Pony Express used riders and horses. It cut the time to about nine days.

A Relay Race

The Pony Express followed the country as it grew. In the late 1840s, prospectors discovered gold in California. The gold rush was on! Pioneers hitched up their wagons and traveled west. They were in search of their fortunes. They built cities and towns along the way. They soon wanted a better and faster mail system.

In 1860, three men formed the Pony Express. Riders on horseback would now carry saddlebags packed with 20 pounds of mail through the wilderness. Along the way, there would be stations spaced about 15 miles apart. The riders and horses would gallop from one station to the next. At some stations, a rider would simply change horses. At others, he would hand off the saddlebags to another rider. This relay would continue until the rider reached the final destination.
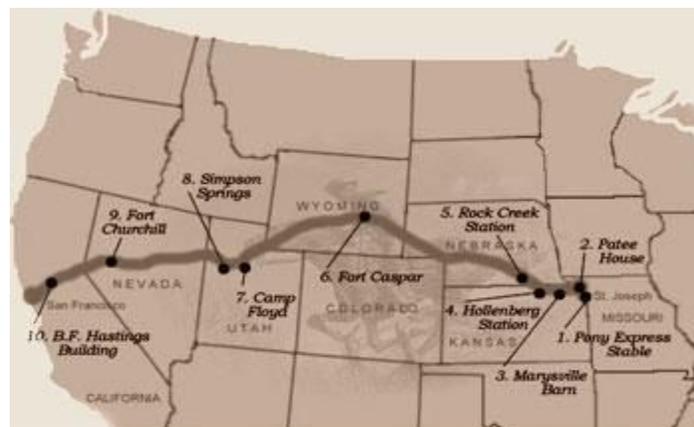
*This map shows the entire Pony Express route.*

Giddyap!

The Pony Express trail was tough going. The trail followed the Platte River across the Nebraska prairie. It crossed the Rocky Mountains in Wyoming. It hugged the southern shore of the Great Salt Lake in Utah. Riders rode across the Great Basin and the Utah-Nevada deserts. After the mail reached Sacramento, a steamboat took the letters and packages to San Francisco.

The Pony Express riders were strong young men. They rode day and night as fast as the horses could go. The riders faced many obstacles. There were snowstorms, sandstorms, wild animals, and bandits. Each rider was paid between $50 and $100 a month. All of them had to promise to be loyal and honest.

End of the Ride

The Pony Express lasted about a year and a half. During that time, the riders covered about 650,000 miles. Only one rider died along the way. Only one bag of mail was lost.
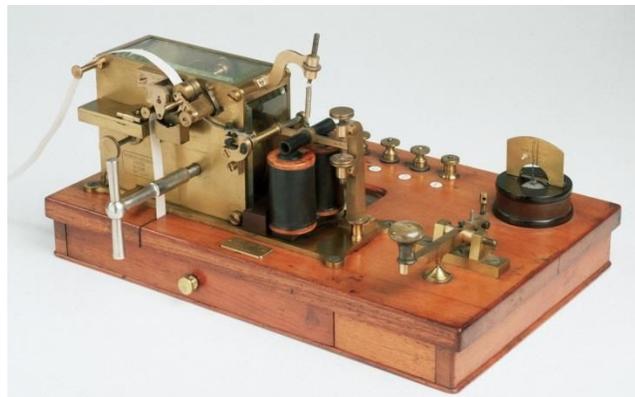
The telegraph machine allowed people a faster way to send messages than the Pony Express.

Why did it stop? The telegraph put the Pony Express out of business. This machine used electrical signals to send messages. This allowed people to communicate much faster.

Still, no one ever forgot the Pony Express. Today, memorials mark the route. There are museums to remember the service of these brave men. There is even a school named after the Pony Express.

Did You Know?

- It cost $5 to mail a half-ounce package and have it delivered by the Pony Express. The price eventually dropped to $1.
- One of the Pony express riders is believed to have been Buffalo Bill. He later featured the Pony Express in a traveling act called Buffalo Bill's Wild West Show.
- In the winter, the trip generally took around two days longer than in the summer.

You've Got Mail

1. Which of these best states the main idea of the text?
   a. The Pony Express was started in the 1860s.
   b. The Pony Express was a faster way of delivering mail for a while.
   c. The California Gold rush made the Pony Express popular with many people.
   d. The Pony Express was replaced by the telegraph machine.

2. What is the main idea of the section "Giddyap!"
   a. The Pony Express was a faster way to send mail than by ship.
   b. The Pony Express riders passed mail bags from one rider to another at stations.
   c. Carrying mail on the Pony Express was a difficult job.
   d. The telegraph machine caused the Pony Express to end.

3. How many pounds of mail could the rider carry at one time?
    a. 15 pounds   b. 20 pounds
    c. 50 pounds   d. 100 pounds

4. What is the purpose of the "Did You Know?" box at the end?
    a. It gives the definition of important words in the text.
    b. It shows the route of the Pony Express.
    c. It gives interesting facts about the Pony Express.
    d. It helps the reader understand what a rider looked like.

5. Read the sentence from the text, "However it often took weeks for the letter to arrive at its **destination**." What is the meaning of the bold word?
    a. ending place
    b. starting place
    c. horse
    d. stamp

6. Why was information about the obstacles (snowstorms, sandstorms, wild animals, and bandits) included in the text?
    a. To explain why the mail was carried faster by the Pony Express.
    b. To explain some of the problems the riders faced on the Pony Express.
    c. To explain why the Pony Express was a good job.
    d. To explain why the Pony Express did not last too long.

7. Under which heading would this detail belong? "Switching to fresh riders and fresh horses at each station kept the mail moving at a good speed."
    a. End of the Ride
    b. Giddyap
    c. A Relay Race
    d. It should not be included in the article

8. Which of these is a question that could be answered from the section "End of the Ride"?
   a. How many men formed the Pony Express?
   b. What were some problems riders faced on the Pony Express?
   c. Why did the telegraph put the Pony Express out of business?
   d. When did the Pony Express begin?

9. Which of these was NOT a qualification for a Pony Express rider mentioned in the text?
   a. Skinny
   b. Expert rider
   c. Under 18
   d. Good reader

10. If you wanted to learn more about famous Pony Express riders, which of these would be a search term you might use?
    a. Mail
    b. Riders
    c. Buffalo Bill
    d. orphans

A Bigger Pond

When Peter's father told him that they were moving to a new town on the other side of the country, Peter felt a mix of things inside him. He was happy for the new adventure but sad to leave his friends behind. He was excited for the new things he would see and learn but scared about what he might forget, or miss, about home. It was hard to say how he felt about it.

"Why are we moving?" Peter asked his mom at dinner the next day, after he came home from school.

"Ask your father," his mother said, looking down at her plate. Peter was surprised at how slowly Mom was eating her food. She was pushing her vegetables from one side of the plate to the other, behaving the way Peter used to when he was a little boy!

Peter's dad clattered his knife and fork onto the plate and wiped his mouth slowly with a napkin. 'We're moving, Peter, because I got a better job in the new town. That means a better life for all of us."

Peter thought about this. 'Better life how? What's wrong with our life now?"

"There's nothing wrong with it," his father said. " But I will make more money at the new job, and that will allow us to have a bigger house, go on more vacations, and buy a second car for your mother to use."

"Vacations like Disney World?" Peter asked.

"Yes! Like Disney World! We'll be living a lot closer to Disney World. We could go there all the time, Peter!"

Peter suddenly had an urge to eat all of his vegetables, and his mother's too, since she was taking so long to get to them. Going to Disney World was better than eating dessert every day. What fun they would have!

Two weeks later, Peter and his parents watched the last pieces of furniture get loaded into the enormous truck. Someone was going to drive it all the way to their new address, while Mom, Dad, and Peter drove in their own car. Peter went by his favorite spot, the pond, to say goodbye. He waved farewell to his friends on their street for the last time. He

promised to keep in touch and send postcards from the new place, and from Disney World. And then they were off!

Their new town was much larger and more sprawled out than where they had lived before. Peter wasn't able to walk to school anymore, so he hadn't made friends with his neighbors yet. Dad left for work before Peter woke up and came home after Peter went to bed, so he only saw him on the weekends. Mom stayed quiet. And there was no mention of Disney World for a long time. Peter felt sad.

Then, one Saturday morning, Peter woke up and saw a car missing. Where had Dad gone so early in the morning? He waited in the driveway until the car returned, his dad's face beaming from inside. He jumped out and waved at Peter.

"Where have you been?" Peter asked.

"Getting you a present for having been such a good boy these past few weeks. Do you remember the pond near where we used to live?"

"Yes," Peter said. "It was my favorite spot."

"Well, I discovered one just like it, only bigger and more beautiful, right here. And you know what? It's crawling with all kinds of fish!"

"So?" Peter said, thinking of Disney World.

"So! You're old enough now to take a shot at some fishing, young man!" Peter's dad pulled a shiny new fishing rod out of the backseat.

"Wow! Really, Dad?" Peter shouted.

"Absolutely! Go tell your mother and let's go on our first fishing trip!"

Peter rushed in and out of the house. It only took a few weeks to get the hang of the rod, and soon the new pond was his new favorite spot.

A Bigger Pond

1. Why is Peter's family moving?
    a. Peter's mom got a new job.
    b. Peter's dad got a new job.
    c. They wanted to live closer to Disney World.
    d. The family needed a new house.

2. How does Peter's mom feel about the move?
   a. excited   b. worried   c. happy   d. surprised

3. Which detail from the story helped you answer question 2?
   a. Peter asked his mom why they were moving one day when he came home from school.
   b. Peter wanted to eat all of his vegetables and all of his mother's vegetables.
   c. Peter's mom ate slowly and just pushed her food around on her plate when they talked about moving.
   d. Dad said they could get a bigger home, have another car, and go on more vacations.

4. Which is **NOT** a way that Peter's new town is different from his old town?
   a. The new town was larger.
   b. The school in the new town was farther from home.
   c. Peter didn't know his neighbors in the new town.
   d. The school in the new town was closer to his house.

5. Read the following paragraph from the story:
"Their new town was much larger and more sprawled out than where they had lived before. Peter wasn't able to walk to school anymore, so he hadn't made friends with his neighbors yet. Dad left for work before Peter woke up and came home after Peter went to bed, so he only saw him on the weekends. Mom stayed quiet. And there was no mention of Disney World for a long time. Peter felt sad."

Why might Peter be feeling sad after moving to the new town?
   a. Peter wanted to go fishing.
   b. Peter had to walk to school.
   c. Peter was lonely.
   d. Peter wanted to go on vacation.

6. What lesson is Peter learning?
   a. Everyone should learn to fish.
   b. You should never move to a new town.
   c. If you want a friend, be a friend.
   d. Don't be afraid to try new things.

7. Read these sentences: "*Their new town was much larger and more sprawled out than where they had lived before. Peter wasn't able to walk to school anymore, so he hadn't made friends with his neighbors yet.*"

What does the phrase "sprawled out" mean here?
   a. spread out
   b. small
   c. dirty
   d. laying down

8. How does Peter feel about going fishing at the end of the story?
   a. excited   b. lonely   c. scared   d. mad

9. Which detail from the story helped you answer question 8?
   a. Dad said, "Go get your mother and we'll go fishing."
   b. Dad said he found a big pond full of fish nearby.
   c. "Wow! Really, Dad?" Peter shouted.
   d. "So?" Peter said, thinking of Disney World.

10. Which of these is the best summary of the story?
   a. Peter's family was moving across the country to a new town because his dad got a new job.
   b. Peter was happy again when he found a new favorite pond and could go fishing with his dad.
   c. Peter was sad and lonely for a while in the new town.
   d. Peter's family was moving to a new town because his dad got a new job. He was sad and lonely for a while but was happy again when he found a new favorite pond and could go fishing with his dad.

Short Answer: (Following your reading of "A Bigger Pond")
Describe how Peter's feelings changed from the beginning of the story
until the end. Use details from the story to support your answer.

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57.

Walking Tall

How did Ruby Bridges make history over 50 years ago?

A little girl named Ruby Bridges arrived at her new elementary school. The school was in New Orleans, Louisiana.

As she walked toward the schools' front doors, an angry crowd of people shouted at her. United States **marshals** walked with her. A marshal is an officer. They were there to protect the first grader. That's because people didn't want Ruby to go inside. But the 6-year-old walked into the school anyway. As she did, she marched into history books.

Ruby Bridges started first grade in 1960.

The day was November 14, 1960. On that morning, little Ruby became one of the first African Americans to attend an all-white elementary school in the South.

Before then, the law in many states said that black children could not attend the same schools as white children. People of different races also had to use separate public restrooms. It was called **segregation**. That was when people of different races were kept separate.

U.S. leaders worked to end segregation. They helped bring **civil rights** to all Americans. Those are the rights to be treated equally. A few months before Ruby started school, a federal court ordered an end to school segregation in New Orleans.

By the time Ruby started the second grade, there were no more angry people outside the school. There were other African American students in her class. In the United States today, children of all races go to school together.

Bridges says she was never scared to go to school during first grade. "I wasn't really afraid," she told WR News. "I didn't really know what was going on at the time, and I loved school."

Meet Ruby Bridges

WR News student reporter Kaelin Ray asked Ruby Bridges how it feels to make a difference.

Kaelin Ray: What was your first day at the school like?
Ruby Bridges: My first day I spent sitting in the principal's office, so it was very confusing.

KR: How does it feel to know that you are a part of U.S. history?
RB: I'm very proud of that fact. My mother was really happy about me being able to attend that school. My father was more concerned about my safety.

Winning the Vote

Imagine if men made all the rules. That's how it was when the United States was founded in 1776. Women were not allowed to vote until 1920!

Thousands of women marched in New York City in 1915 for the right to vote.

The women's **suffrage** movement began in the 1880s. Suffrage is the right to vote. To win this right, women held **protests** and marches. Hundreds of those women were arrested and jailed.

Women's groups across the country honor those who fought for this right with special events throughout the year. "Learning how women's actions changed America is important. It encourages us to understand that we can make a better world," said Molly Murphy MacGregor, the president of the National Women's History Project.

Did you know?

The movement to give American women the right to vote was led by Elizabeth Cady Stanton, Susan B. Anthony, and others. They were important in bringing together men and women for a national convention in Seneca Falls, New York, in 1848. The result was a sort of "improved" Declaration of Independence. It included the phrase "all men and women are created equal." Many men thought women weren't smart enough to vote. The campaign for the vote

went on for another 70 years before the Nineteenth Amendment finally granted women the vote.

Walking Tall & Winning the Vote

1. What happened to the state segregation law in Louisiana a few months before Ruby started school?
    a. A state court said that public bathrooms must be segregated.
    b. A federal court ordered that school segregation must end.
    c. Some U.S. marshals helped Ruby enter the segregated school.
    d. U.S. leaders worked to bring civil right to all Americans.

2. Which of the following does the author describe first in the passage?
    a. The author describes the laws of segregation.
    b. The author describes how Ruby Bridges feels to be a part of U.S. history.
    c. The author describes Ruby Bridges' first day of school.
    d. The author describes how Ruby's second grade year was.

3. The passage implies that
    a. Ruby and her family were very brave.
    b. Ruby and her family did not understand what was happening.
    c. Ruby and her family were worried about her safety.
    d. Ruby and her family were happy to have U.S. marshals to help them.

4. Read the following sentence: *"On that morning, little Ruby became one of the first African Americans to attend an all-white elementary school in the South."*
In this sentence **attend** means:

   a. to wait a long time   b. to be present
   c. to shout angrily   d. to be confused

5. What would be another good title for this passage?
     a. Ruby Bridges in the Principal's Office
     b. Ruby Bridges Loves History Books
     c. Ruby Bridges and Her First Day of School
     d. Ruby Bridges, American Hero

6. In the article, *Winning The Vote*, what did women do to earn the right to vote?
     a. They held protests and marches.
     b. They showed up at the voting booth and demanded to vote.
     c. They asked the men to let them vote.
     d. They refused to go to schools where only black people attended.

7. Read the sentence from the text, "*The women's suffrage movement began in the 1880s.*" What is the meaning of the word **suffrage**?

   a. to hurt   b. the right to vote
   c. equal rights   d. fairness

8. In what year were women given the right to vote?

a. 1776   b. 1920   c. 1880   d. 1915
9. If you wanted to learn more about women's suffrage, which of these search terms would be most helpful?
     a. Ruby Bridges   b. protests
     c. women   d. Elizabeth Stanton

10. Which of these details supports the sentence "*Women winning the right to vote was an important event.*"
   a. Men made all the rules in 1776 when the U.S. became a country.
   b. A protest was held in New York City in 1915..
   c. The suffrage movement in the United States began in the 1880s.
   d. Women's groups across the country honor those who fought for this right with special events.

Short Answer:
(Following your reading of "Walking Tall" & "Winning the Vote)
Read these sentences from the article: *"Learning how women's actions changed America is important. It encourages us to understand that we can make a better world," said Molly Murphy MacGregor, the president of the National Women's History Project."*
Compare how Ruby Bridges changed America with how women in the suffrage movement changed America.

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