

November Extension Menu Kindergarten

Answer the two questions below.

Which is smaller?



Which is bigger?



Now, think about what you know about bigger and smaller. Go on a hunt around your house and find objects that you have 2 of. Now, tell which is bigger or smaller. Draw pictures to show what you found. Bonus: label the objects you chose. Don't forget to focus on the beginning and ending sounds.

Design and draw an autumn or fall quilt. Use as many shapes as you can and be sure to include things you have learned about fall. In 3 squares you must write something you are thankful for. Be sure to focus on getting the beginning and ending sounds correct when writing your words.



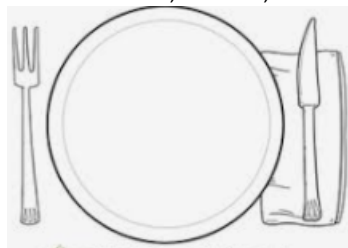
Give a compliment to everyone in your family. Write the compliments down using good sentences.

I like the way _____

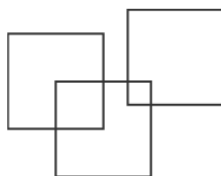
Now, read those sentences to the people you wrote about.



Make a menu of what you think would be the perfect Thanksgiving meal. Draw the plate full of food you want for the perfect meal. Now explain directions to someone about where the items are located on the plate. Use your location/position words: above, below, next to.



How many squares can you find in this picture? Explain to someone how you got your answer.



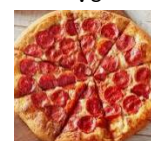
Bonus: How many squares can you make if you draw 6 same size squares and overlap them?

Make a list or draw types of things the Pilgrims or Native Americans might have wished for. Now, make or draw a list of what you wish for. How are your lists alike and different?

Bonus: How does past or present change the things on your list?



Vs



Transportation has changed over time. Look at these pictures from the past and the present. Label them and then draw what you think a car will look like in the future. Give your future transportation a name.



PAST



PRESENT



FUTURE

Watch the video [Pilgrim Life](#) from Scholastic News. After learning about the chores and games Pilgrim children played, draw 2 chores and 2 games that they told you about. Would you have liked to do these chores or play these games? Why or why not?



What sport does this remind you of?

Look at these sentences about shapes. Are they always true, sometimes true, or never true? Draw and experiment to prove them right or wrong. Bonus: Explain your thinking to your teacher.

If you put two squares together you get a rectangle

All 3D shapes have more than four faces



When you cut a square in half you get a triangle

Four sided shapes are called squares

Three sided shapes are called triangles

GRADE I CHOICE BOARD

Enrichment Activities

<p><input type="checkbox"/> Make your favorite snack with a grownup. Draw a picture of your snack. Tell and/or write why that is your favorite snack. Include details and describing words.</p> <p>_____ is my favorite snack because _____.</p> <p>Bonus: Write down the steps of making your snack using the words first, next, and then. I made _____. First I _____, Next I _____ Then I _____.</p>	<p><input type="checkbox"/> Write as many math problems as you can that have an answer of 5. Be sure to use both + and - .</p>	<p><input type="checkbox"/> Virginia has a state flag, a state bird, and a state flower. These are symbols for our state. What if you had your own symbols? What animal would you choose as your symbol? How are you like that animal? Write sentences to tell your animal choice and why you picked it.</p> <div style="text-align: center; margin-top: 20px;">  </div>
<p><input type="checkbox"/> Read the story Kerry Kangaroo Hops on the next page and answer the questions.</p>	<p><input type="checkbox"/> Identify the missing operation in each problem: (+ or -)</p> <p>5 ____ 4 = 9</p> <p>16 ____ 4 = 12</p> <p>2 ____ 9 = 11</p> <p>3 ____ 3 ____ 1 = 5</p> <p>10 ____ 2 ____ 2 = 6</p> <p>11 ____ 3 ____ 2 = 16</p>	<p><input type="checkbox"/> Observe a plant outside. Draw the plant in its natural habitat. Write what the plant needs to survive. Predict what will happen to the plant in the winter. Why do you think so?</p> <p>The plant needs _____ to survive. I predict that _____ because _____.</p>
<p><input type="checkbox"/> Give a compliment to everyone in your family. Write the compliments down using good sentences.</p> <p>I like the way _____</p>	<p><input type="checkbox"/> Draw a circle, square, rectangle, and triangle on your paper. Now, go on a shape hunt in your house and make tally marks to show your findings. What shape did you find the most? What shape did you find the least?</p> <div style="text-align: center; margin-top: 10px;">  </div>	<p><input type="checkbox"/> Look outside your window. Make a list of all the living and nonliving things you see. Count how many of each you found. Explain how you know the difference between living and nonliving things.</p> <p>I found _____ living and _____ nonliving things. They are different because _____ but _____.</p>

Directions: Read the following passage and answer the questions.

Kerry Kangaroo Hops



Kerry Kangaroo was growing up. Mama Kangaroo let him out of her pouch.

“You are getting big,” said Mama. “Big kangaroo kids need to learn to hop.”

Kerry tried out his strong legs and big feet. He hopped a few times. He hopped and hopped. He hopped away from Mama. He hopped here and there. He even hopped with his eyes closed!

Splash!

Kerry hopped right into a water hole! Mama Kangaroo helped Kerry out.






“That is too much hopping for one day!” cried Kerry.

He hopped back into his cozy pouch. He was tired. He fell fast asleep.

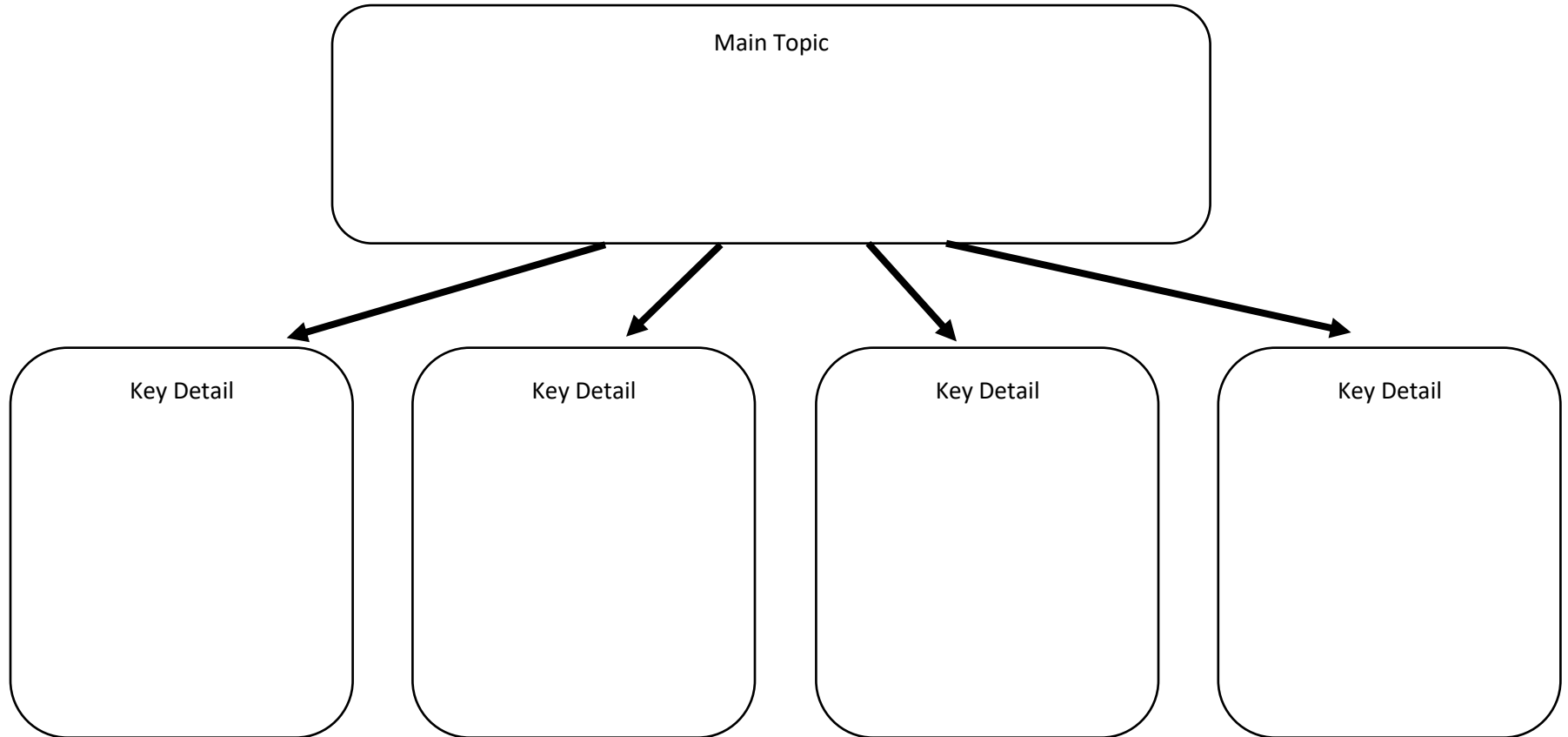
1. What is Kerry Kangaroo ready to learn at the beginning of this passage?
 - A. how to dance
 - B. how to find food
 - C. how to hop
2. Where does Kerry Kangaroo sleep?
 - A. in Mama Kangaroo’s pouch
 - B. in a kangaroo nest
 - C. in a water hole
3. Kerry Kangaroo most likely hops into a water hole because he didn’t see it. Which sentence tells us this is true?
 - A. “He hopped away from Mama.”
 - B. “He even hopped with his eyes closed!”
 - C. “That is too much hopping for one day!” cried Kerry.”
4. What is “Kerry Kangaroo Hops” mainly about?
 - A. why Kerry Kangaroo hops into a water hole
 - B. how Mama Kangaroo takes care of Kerry Kangaroo
 - C. Kerry Kangaroo learning to hop for the first time
5. What does Kerry Kangaroo have that helps him hop?
6. Explain why Kerry Kangaroo is tired and falls asleep at the end of the passage.

GRADE 2 CHOICE BOARD

Enrichment Activities




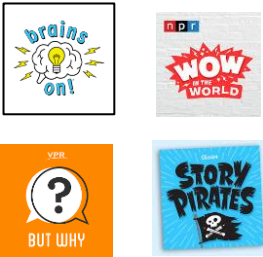
<p>Create a daily schedule for one day that you are not at school. List at least 5 things you do in the a.m. and 5 things you do in the p.m. Please include the time with a.m. or p.m. Write in complete sentences.</p> <p>Example: I ate Captain Crunch cereal for breakfast at 7:45 a.m. this morning.</p>	<p>Find 5 nouns at your home and list them. List an adjective that describes each of those nouns. Write a sentence using each adjective and noun pair you listed.</p> <p>Example: fuzzy (adjective) blanket (noun). I cover myself with the fuzzy blanket when I am watching t.v.</p>	<p>Read a nonfiction text. (Try Epic!) Using the text, complete the thinking map on the next page, identifying the main topic and 3-4 important details. Retell your learning to someone or something – a parent, a favorite stuffed animal, a pet, etc.</p>
<p>Choose a text. (Try Epic!) As you read or listen to the text, choose 3-5 newly learned words. Write each word on a separate sticky note or make a chart on a piece of paper. Place the notes or paper where you can see them throughout the day. For the rest of the day, add a tally when you use that word in a conversation or in your writing. How did you feel when you used new words?</p>	<p>Create 5 double digit addition problems and 5 double digit subtraction problems and solve. Show your work.</p> $\begin{array}{r} 15 \\ + 27 \\ \hline \end{array}$ $93 - 12 =$	<p>Try a gravity experiment. Gather 5 or 6 things around the house that will not break if they are dropped. Hold one item in each hand and put your hands out in front of you at the same height. Drop both objects at the same time. What do you notice? Experiment with different pairs of items and record your results.</p> 
<p>With a grownup's permission, choose one of the podcasts below and listen to at least one episode. Draw a picture or write a few sentences about what you have learned.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Draw a map of your perfect bedroom on Wixie or on a piece of paper. Use your imagination! Include a map key and a compass rose.</p>	<p>On a piece of paper or on a computer, create a numbered list of 3 things you are thankful for. Each day for the next week, challenge yourself to add three new things to your list for a total of 21 items. Feel free to add more!</p> <p>Think about something someone has done for you, someone you appreciate, things you are grateful for in nature, something you have learned, traits you appreciate about yourself or others, etc.</p>

Nonfiction Text Thinking Map



GRADE 3 CHOICE BOARD

Enrichment Activities



<p>Draw a map of your perfect bedroom on Wixie or on a piece of paper. Use your imagination! Include a map key and a compass rose.</p> 	<p>On a piece of paper or on a computer, create a numbered list of 3 things you are thankful for. Each day for the next week, challenge yourself to add three new things to your list for a total of 21 items. Feel free to add more!</p> <p>Think about something someone has done for you, someone you appreciate, things you are grateful for in nature, something you have learned, traits you appreciate about yourself or others, etc.</p>	<p>Choose an animal to observe from the San Diego Zoo Live Cams</p> <p>As you are observing, record what you see in chart on the next page.</p> <p>Try observing your animal at another time of day. Compare what is the same and what is different.</p> <p>Explore the animal further by conducting additional research. Write a summary of your information on paper or on the computer.</p>
<p>Choose a text. (Try Epic!)</p> <p>As you read or listen to the text, choose 3-5 newly learned words. Write each word on a separate sticky note or make a chart on a piece of paper. Place the notes or paper where you can see them throughout the day. For the rest of the day, add a tally when you use that word in a conversation or in your writing. How did you feel when you used new words?</p>	<p>Make some number cards from 0-9 or use a card deck. Draw 5 cards and make the greatest 5-digit number and the least 5-digit number with your cards. Repeat with 6 cards. Tell someone how you know your answers are correct.</p> <p>The greatest number: _____</p> <p>The least number: _____</p>	<p>Do you think third graders should have to do chores at home? Why or why not? Write a paragraph to give your opinion. Support your opinion with at least three reasons and include details.</p> 
<p>Choose one historical or famous person you would like to learn about. Which person would you choose and what ten questions would you like to ask that person? Record your person's name and the ten questions.</p> 	<p>You have two shirts (red and yellow) and two pants (purple and orange). How many outfits can you make? If you got another shirt (blue), now how many outfits can you make? If you got green pants so you have three shirts and three pants, how many outfits can you make? What relationship do you see between the number of shirts and pants and the number of outfits?</p>	<p>With an adult's permission, choose one of the podcasts below and listen to at least one episode. Write a short paragraph about what you have learned.</p> 

Animal Observation Chart

<p>Date and time of observation:</p> <p>Animal you are observing:</p>	<p>Description of the animal's physical characteristics:</p>
<p>What is the animal doing?</p>	<p>What do you notice about the animal's habitat?</p>
<p>How does the animal move?</p>	<p>Is the animal interacting with others? How?</p>
<p>What adaptations does your animal have?</p>	<p>Is there anything else that captures your attention?</p>

GRADE 4 CHOICE BOARD

Enrichment Activities

<p>Choose a book you have read or are reading. Create a comic strip showing 5 major events from the book in order. Include captions and/or dialogue bubbles to retell the story along with pictures. Be sure to include the setting in your pictures.</p>	<p>Imagine that you are a reporter preparing an article for the newspaper. Complete the Writing a News Article project attached to this choice board to tell your readers about a strange situation.</p> 	<p>Mystery Number: What number am I? *My digits are 1, 3, 5, 7, and 9, but not in that order *I have a 3 in the tens place *The number in my ones place is two more than the number in my tens place *My hundreds place is greater than 8 *I am worth less than 20,000 Write three more 6-digit number riddles for someone else to solve.</p>
<p>Read the article called “The Food Chain” attached to this choice board and complete the questions about what you’ve read. Then, draw or write about two more food chains that start with producers and end with secondary consumers.</p> <p>Extra Challenge: Include more than 2 consumers in each of your food chains.</p>	<p>On a piece of paper or on a computer, create a numbered list of 3 things you are thankful for. Each day for the next week, challenge yourself to add three new things to your list for a total of 21 items. Feel free to add more!</p> <p>Think about something someone has done for you, someone you appreciate, things you are grateful for in nature, something you have learned, traits you appreciate about yourself or others, etc.</p>	<p>Write 10 two-step math equations that equal 200. Use +, -, x, and ÷.</p> <p>Example: $(40 \times 2) + 20 = 100$</p> <p>Extra Challenge: Use multiplication in all of the equations.</p> <p>Extra Extra Challenge: Write 10 three-step equations that equal 200.</p>
<p>With an adult’s permission, choose one of the podcasts below and listen to at least one episode. Write a short paragraph about what you have learned.</p> 	<p>Using a deck of cards, play multiplication war with another family member. Split the deck of cards in half. Each person flips a card. Multiply the two cards. Whoever gives the right product first takes the cards. The winner is whoever has the most cards collected.</p> <p>Kings=13, Queens=12, Jacks=11, Ace=1</p>	<p>In a book you are reading, choose 3-5 words that are new to you. Write each word on a separate sticky note or make a chart on a piece of paper. Place the notes or paper where you can see them throughout the day. For the rest of the day, add a tally when you use that word in a conversation or in your writing. How did you feel when you used new words?</p>

Writing a News Article

Read the story below and then answer the Reading Comprehension questions. All the statements in the story are true.

What Did the Crowd See?

¹The sun was shining on Sunday in Cape Hatteras, North Carolina, as Shannon Lyon and her brother Grant grabbed their bikes and headed to the beach. ²They had eaten lunch at noon and figured if they pedaled furiously, they could get there by 1 o'clock.



³When they arrived at the beach, they saw a big crowd down by the water. ⁴People were yelling and pointing. ⁵Now and then, the crowd would yell and laugh, pointing out toward the water.

⁶"Thar she blows!" a man yelled, and everyone looked at where he was pointing.

⁷A woman hollered, "Look, there's another one, and it's huge!" ⁸"What are they looking at?" Grant asked Shannon.

⁹"Beats me," she replied. ¹⁰"All I can see are some big, dark shapes in the waves and, now and then, water spurting up in the air. ¹¹I wonder what everyone is looking at."

Reading Comprehension Questions

1. Which two sentences are the best evidence of when this story took place?
Sentence numbers _____ and _____.
2. Which two sentences are the best evidence of where this story happened?
Sentence numbers _____ and _____.
3. Which three sentences help you infer what the crowd could have seen?
Sentence numbers _____, _____, and _____.

4. Number the events 1 to 5 in the order that they happened in the story.

____ Shannon sees dark shapes in the water.

____ Shannon and Grant see a big crowd down by the river.

____ Shannon and Grant eat lunch.

____ People are yelling and pointing at the water.

____ Grant wonders what everyone is looking at.

Outline

Fill out the writing outline to help you write a short article for the newspaper explaining what happened in the story.

1. **When** did this story happen? _____

2. **Where** did this story happen? _____

3. **Who** are the important characters in the story? _____

4. **What** happened to these important characters in the story?

5. Make an **inference** to explain what they saw.

News Article

Remember, people reading your article have never read the story so be sure to include all the key information from your outline.

(Your Headline)



(By)

Article: The Food Chain

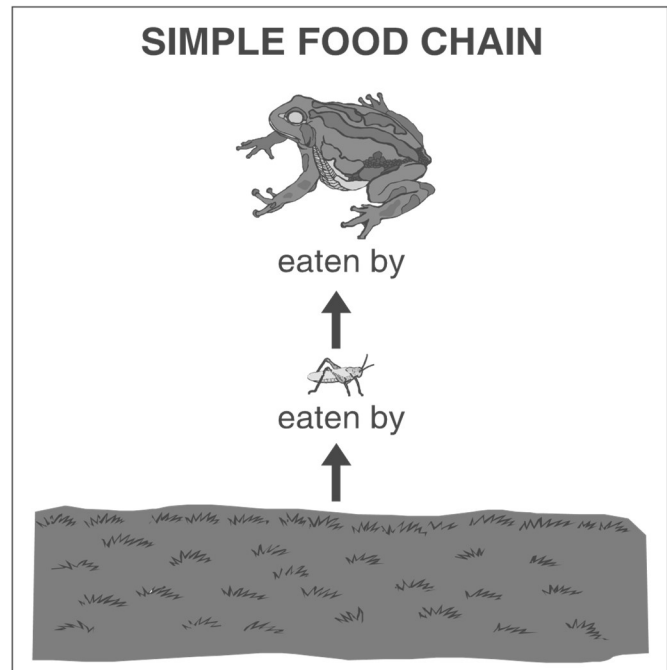
44. The Food Chain

by Cheryl Block

A ¹What is a food chain? ²All organisms are connected by their need for food. ³Food provides energy. ⁴A food chain shows how the living things in a community are connected by who eats what. ⁵Each link in the chain represents an organism in the community. ⁶Energy is transferred through the chain as one organism feeds on another.

B ⁷All food chains begin with the producers, which are the plants. ⁸Plants are able to produce their own food. ⁹The animals in a community are called consumers. ¹⁰There are two types of consumers, primary and secondary. ¹¹Primary consumers are animals that eat only plants. ¹²Secondary consumers are animals that eat smaller animals or both plants and animals. ¹³Consumers cannot make their own food; they must rely on plants and other animals for energy.

C ¹⁴Let's look at a woodland community as an example. ¹⁵In the woodland, grass, trees, and other plants are the producers. ¹⁶Rabbits are primary consumers; they eat the



grass and plants. ¹⁷Foxes are secondary consumers; they eat the rabbits. ¹⁸This is how a food chain is linked together. ¹⁹One organism feeds on another.

D ²⁰At the end of each food chain are the decomposers. ²¹All living things die. ²²The decomposers feed on waste products and dead matter, both plant and animal. ²³Fungi and bacteria are the main decomposers. ²⁴As they break down dead material, they add nutrients* to the soil. ²⁵These nutrients help the plants to grow, and the chain continues.

* nutrient: a substance, such as a mineral or vitamin, that is found in a food and needed for health

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support the answer.

1. How is a primary consumer different from a secondary consumer?

List the numbers of the 2 sentences that best support the answer.

____, ____

2. You can conclude that plants are self-supporting because they:

- A. produce food for animals.
- B. produce their own food.
- C. get energy from the sun.
- D. feed on dead matter.

Give the number of the sentence that best supports the answer. ____

3. Which of the following is the correct sequence in a food chain?

- A. A secondary consumer is eaten by a primary consumer.
- B. A secondary consumer is eaten by a producer.
- C. A decomposer is eaten by a producer.
- D. A producer is eaten by a primary consumer.

List the numbers of the 2 sentences that best support the answer.

____, ____

4. Which animal shown in the diagram is a primary consumer?

5. How are all organisms in a community connected?

Give the number of the sentence that best supports the answer. ____

6. In an ocean community, which of the following would be a producer?

- A. whale
- B. tuna fish
- C. clam
- D. seaweed

Give the number of the sentence that best supports the answer. ____

7. What might happen if the rabbits disappeared from the woodland community?

- A. The grass would stop growing.
- B. The foxes would have to eat grass.
- C. The foxes would have to find other food.
- D. There would be too many foxes.

Give the letter of the paragraph that best supports the answer. ____

8. Part of a decomposer's role in the food chain is to:







- A. add nutrients to the soil.
- B. produce its own food.
- C. eat plants.
- D. feed other animals.

List the numbers of the 2 sentences that best support the answer.

____, ____

GRADE 5 CHOICE BOARD

Enrichment Activities

<p>Read the attached story, <u>Sometimes a Dream Needs a Push</u>, by Walter Dean Myers. Answer the following questions:</p> <ol style="list-style-type: none"> 1. What is the theme of the story? 2. Why do you think Chris' dad doesn't like the idea of him playing wheelchair basketball at first? 	<p>Using a deck of cards, play multiplication war with another family member. Split deck of cards in half. Each person flips a card. Multiply the two cards. Whoever gives the right product first takes the cards. Winner is whoever has the most cards collected.</p> <p>Kings=13, Queens=12, Jacks=11, Ace=1</p>	<p>You come home from school to find a box on your porch. What's inside? Write a creative story about what you found in the box, where it came from, and what you did with it.</p> <div style="text-align: center;">  </div>
<p>Using context clues, write a definition for the following three words from page 3 of the attached story <u>Sometimes a Dream Needs a Push</u>. Then, use each word in a new sentence.</p> <ol style="list-style-type: none"> 1. Derby 2. Dejected 3. Congestion 	<p>Read the attached article, <u>Little Green Food Factories</u>, by Cheryl Block. Then, answer the questions after the article.</p> <div style="text-align: center;">  </div>	<p>On a piece of paper or on a computer, create a numbered list of 5 things you are thankful for. Each day for the next week, challenge yourself to add 5 new things to your list for a total of 25 items. Feel free to add more!</p> <p>Think about something someone has done for you, someone you appreciate, things you are grateful for in nature, something you have learned, traits you appreciate about yourself or others, etc.</p>
<p>In the attached story <u>Sometimes a Dream Needs a Push</u>, Chris shows resilience after his accident. (resilience - the ability to recover from difficult life events)</p> <p>Write about a time you showed resilience. Remember to write a topic sentence, support your topic sentence with three key ideas, and write a conclusion.</p>	<p>Using all four operations in each problem (addition, subtraction, multiplication, and division), create three problems with a solution of 54. Operations do not need to be done in the order listed above. Decimals and fractions can be used.</p>	<p>With an adult's permission, choose one of the podcasts below and listen to at least one episode. Write a short paragraph about what you have learned.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>

Sometimes a Dream Needs a Push

By Walter Dean Myers, 2007

You might have heard of my dad, Jim Blair. He's 6'5" and played a year of good basketball in the pros before tearing his knee up in his second year. Dad loved basketball and hoped that one day I would play the game. He taught me a lot, and I was pretty good until the accident. It was raining and we were on the highway, approaching the turnoff toward our house in Hartsdale, when a truck skidded across the road and hit our rear bumper. Our little car spun off the road, squealing as Dad tried to bring it under control. But he couldn't avoid the light pole. I remember seeing the broken windows, hearing Mom yelling, amazingly bright lights flashing crazily in front of me. Then everything was suddenly dark. The next thing I remember is waking up in the hospital. There were surgeries and weeks in the hospital, but the important thing was that I wasn't going to be walking again.

I didn't like the idea, but Mom and I learned to live with it. Dad took it hard, real hard. He was never much of a talker, Mom said, but he talked even less since I was hurt. "Sometimes I think he blames himself," Mom said. "Whenever he sees you in the wheelchair he wants to put it out of his mind."

I hadn't thought about that when Mr. Evans, an elder in our church, asked me if I wanted to join a wheelchair basketball team he was starting.

"We won't have the experience of the other teams in the league," he said. "But it'll be fun." When I told Mom, she was all for it, but Dad just looked at me and mumbled something.

"Jim, have you actually seen wheelchair games before?" Mom asked.

Dad made a little motion with his head and said something that sounded like "Grumpa-grumpa." Mom looked at me, and her mouth tightened just a little.

That was okay with me because I didn't want him to talk about the game if he didn't like it.

The next day at school, tall Sarah told me there was a message for me on the bulletin board. Sarah is cool but the nosiest person in school.

"What did it say?" I asked.

"How would I know?" she answered. "I don't read people's messages."

"Probably nothing important," I said, spinning my chair to head down the hall.

"Just something about you guys going to play Madison in a practice game and they haven't lost all season," Sarah said. "From Nicky G."

When I got home after school, Mom said, "Chris, your coach called. He said your father had left a message for him. Anything up?"

"I don't know," I said with a shrug. My heart sank. I went into my room and started on my homework, trying not to think of why Dad would call Mr. Evans.

As we ate dinner that night, Mom told Dad, "By the way" —she gave me a quick look — "Mr. Evans called. He said he had missed your call earlier."

"I spoke to him late this afternoon," Dad said, "I was just telling him that I didn't think that the Madison team was all that good. I heard the kids saying they were great. They're okay, but they're not great. I'm going to talk to him again at practice tomorrow."

"Oh," Mom said. I could see the surprise in her face and felt it in my stomach.

The next day zoomed by. I hadn't told any of the kids about my father coming to practice. I wasn't even sure he was going to show up. He had made promises before and then gotten called away to work. He was there though. He sat in the stands and watched us go through our drills and a minigame. I was so nervous, I couldn't do anything right. I couldn't catch the ball at all, and the one shot I took was an air ball from just behind the foul line. We finished our regular practice, and Mr. Evans motioned for my father to come down to the court.

"Your dad's a giant!" Kwame whispered as Dad came onto the court. "That's how big Chris is going to be," Nicky G said. I couldn't imagine ever being as tall as my father.

"I was watching the teams play the other day." Dad had both hands jammed into his pockets. "And I saw that neither of them were running baseline plays and almost all the shots were aimed for the rims. Shots off the backboards are going to go in a lot more than rim shots if you're shooting from the floor."

'Dad picked up a basketball and threw it casually against the backboard. It rolled around the rim and fell through. He did it again. And again. He didn't miss once.

"I happen to know that you played pro ball," Mr. Evans said, "and you're good. But I think shooting from a wheelchair is a bit harder."

"You have another chair?" Dad asked.

Mr. Evans pointed to his regular chair sitting by the watercooler. Dad took four long steps over to it, sat down, and wheeled himself back onto the floor. He put his hands up and looked at me. I realized I was holding a ball and tossed it to him. He tried to turn his chair back toward the basket, and it spun all the way around. For a moment he looked absolutely lost, as if he didn't know what had happened to him. He seemed a little embarrassed as he glanced toward me.

"That happens sometimes," I said. "No problem." He nodded, exhaled slowly, then turned and shot a long, lazy arc that hit the backboard and fell through.

"The backboard takes the energy out of the ball," he said. "So if it does hit the rim, it won't be so quick to bounce off."

There are six baskets in our gym, and we spread out and practiced shooting against the backboards. At first I wasn't good at it. I was hitting the underside of the rim. "That's because you're still thinking about the rim," Dad said when he came over to me. "Start thinking about a spot on the backboard. When you find your spot, really own it, you'll be knocking down your shots on a regular basis."

Nicky G got it first, and then Bobby. I was too nervous to even hit the backboard half the time, but Dad didn't get mad. He just said it would come to me after a while. Baseline plays were even harder. Dad wanted us to get guys wheeling for position under and slightly behind the basket.

"There are four feet of space behind the backboard," Dad said. "Use those four feet, and you have an advantage." We tried plays along the baseline but kept getting in each other's way.

“That’s the point,” Dad said. “When you learn to move without running into each other you’re going to have a big advantage over a team that’s trying to keep up with you.”

Most of the guys are pretty good wheeling their chairs up and down the court. But our baseline plays looked more like a collision **derby**. Dad shook his head. We practiced all week.

Dad came again and said we were improving. “I thought you were terrible at first,” he said, smiling. I didn’t believe he actually smiled. “Now you’re just pretty bad. But I think you can play with that Madison team.”

Madison had agreed to come to our school to play. We started the game and Madison got the tip-off. The guy I was holding blocked me off so their guard had a clear path to the basket. The first score against us came with only 10 seconds off the clock. I looked up in the stands to see where Mom was. I found her and saw Dad sitting next to her. I waved and she waved back, and Dad just sat there with his arms folded.

Madison stopped us cold on the next play, and when Bobby and Lou bumped their chairs at the top of the key, there was a man open. A quick pass inside and Madison was up by four. We settled down a little, but nothing worked that well. We made a lot of wild passes for turnovers, and once, when I was actually leading a fast break, I got called for traveling when the ball got ahead of me, and I touched the wheels twice before dribbling. The guys from Madison were having a good time, and we were feeling miserable. At halftime, we rolled into the locker room feeling **dejected**.

When Dad showed up, I felt bad. He was used to winning, not losing. “Our kids looked a little overmatched in the first half,” Mr. Evans said.

“I think they played okay,” Dad said. “just a little nervous. But look at the score. It’s 22 to 14. With all their shooting, Madison is just eight points ahead. We can catch up.” I looked at Dad to see if he was kidding. He wasn’t. He wasn’t kidding, and he had said “we.” I liked that.

We came out in the second half all fired up. We ran a few plays along the baseline, but it still seemed more like bumper cars than basketball with all the **congestion**. Madison took 23 shots in the second half and made eight of them plus three foul shots for a total score of 41 points. We took 17 shots and made 11 of them, all layups off the backboard, and two foul shots for a total of 38 points. We had lost the game, but everyone felt great about how we had played. We lined up our chairs, gave Madison high fives before they left, and waited until we got to the locker room to give ourselves high fives.

Afterward, the team voted, and the Hartsdale Posse all agreed that we wanted to play in the league. Dad had shown us that we could play, and even though we had lost we knew we would be ready for the next season.

Dad only comes to practice once in a while, but he comes to the games when they’re on the weekend. At practice he shows us fundamentals, stuff like how to line your wrist up for a shot, and how the ball should touch your hand when you’re ready to shoot. That made me feel good even if he would never talk about the games when he wasn’t in the gym. I didn’t want to push it too much because I liked him coming to practice. I didn’t want to push him, but Mom didn’t mind at all.

“Jim, if you were in a wheelchair,” she asked, “do you think you could play as well as Chris?” Dad was on his laptop and looked over the screen at Mom, then looked over at me. Then he looked back down at the screen and grumbled something. I figured he was saying that there was no way he could play as well as me in a chair, but I didn’t ask him to repeat it.

Article: Little Green Food Factories

41. Little Green Food Factories

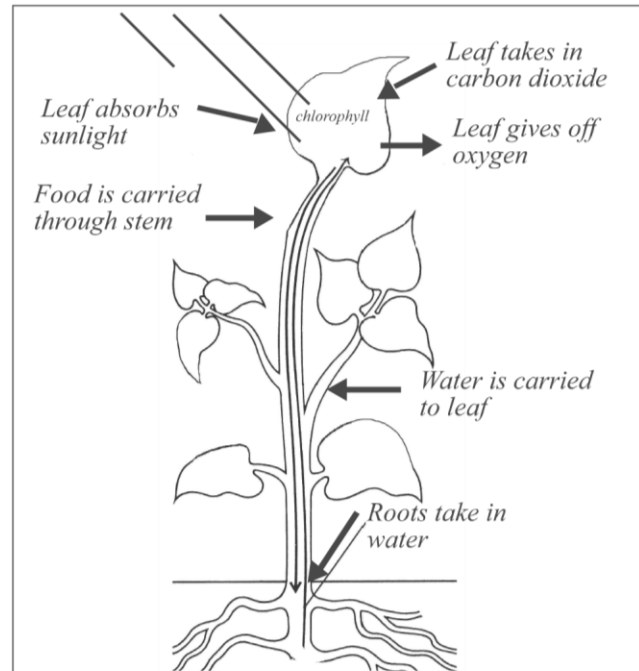
by Cheryl Block

¹Humans and animals must eat plants or other animals to obtain energy. ²They cannot make their own food. ³Plants are able to make their own food through a process called photosynthesis. ⁴Most of this process takes place in a plant's leaves.

⁵A plant is like a little green food factory. ⁶Just as a factory uses raw materials to make a product, a plant uses raw materials to make its food. ⁷These raw materials are carbon dioxide and water. ⁸Leaves absorb carbon dioxide from the air through their pores (tiny openings in the surface). ⁹Roots take in water from the soil; the water passes up through the stem to the leaves. ¹⁰The plant leaves then convert, or change, these raw materials into food.

¹¹Both a factory and a plant need energy to convert raw materials. ¹²The energy for photosynthesis comes from sunlight. ¹³Chlorophyll, the pigment that gives plants their green color, absorbs the sunlight and then changes it into chemical energy.

¹⁴Using this chemical energy, the plant combines water and carbon dioxide to make sugar. ¹⁵At the same



time, the plant gives off oxygen we need to breathe. ¹⁶Sugar is the food that a plant needs to survive. ¹⁷The sugar is carried from the leaves to other parts of the plant and stored. ¹⁸During winter, plants that lose their leaves must rely on this stored food until they regrow their leaves in the spring.

¹⁹Green plants are the only living things that are able to make their own food. ²⁰Even animals who eat only other animals depend on plant-eating animals for food. ²¹Humans and animals could not survive if the little green food factories stopped producing food.

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support the answer.

1. Besides providing food, what is another way that plants help us?

Give the number of the sentence that best supports the answer. _____

2. Which of the following occurs first after chlorophyll converts sunlight to chemical energy?

- A. The plant absorbs water through its roots.
- B. The plant combines water and carbon dioxide.
- C. The chemical energy turns leaves green.
- D. Sugar is transported throughout the plant.

Give the number of the sentence that best supports the answer. _____

3. What is the meaning of the word *pigment* in sentence 13?

- A. a kind of chemical used on plants
- B. a kind of sugar produced by the plant
- C. a substance that produces color
- D. a kind of energy

4. Where is most of the chlorophyll in a plant located?

5. Which of the following gives the main idea of the passage?

- A. Both a factory and a plant use energy to convert raw materials.
- B. Humans and animals must eat plants or other animals.
- C. Plants make their own food through a process called photosynthesis.
- D. Chlorophyll absorbs sunlight and then changes it into chemical energy.

6. The article compares a plant to a factory. Give two examples that show how they are alike.

List the numbers of the 2 sentences that best support the answer.

_____, _____

November Creativity Choice Board



Complete three of the activities below. Do your work on your own paper and turn it in to your teacher when you're finished.

<p>Make a menu of what you think would be the perfect Thanksgiving meal.</p>	<p>Make a word search or crossword puzzle associated with Thanksgiving.</p>	<p>Write a letter from the Thanksgiving turkey explaining why he should not be a part of a Thanksgiving feast.</p>
<p>Design and draw an autumn quilt.</p>	<p>Brainstorm a list of things that make you special.</p>	<p>List careers that depend on celebrations for their jobs.</p>
<p>Mr. Turkey would like to recommend other animals for Thanksgiving dinner. Which animals would he suggest and what would he say is the reason they would be better for Thanksgiving dinner than he is?</p>	<p>Make a list of the kinds of things the Pilgrims might have wished for. Make another list of the kinds of things the Native Americans that met them might have wished for.</p>	<p>Make up a new reason to celebrate!</p> <ul style="list-style-type: none"> • Who will participate in this celebration? • What activities will be involved in this celebration? • What colors and symbols will represent this celebration? How will they be used? • Make a card for someone who would appreciate this celebration.

November Creativity

Divergent Thinking to Challenge Your Brain



Choose from the challenges below, then write or draw your answers on your own paper. You can do as many challenges as you want. Turn your work in to your teacher when you're finished.

List	What If	How Would... What Would...	Would You Rather...?	How Is...
List all the ways to eat apples.	What if the English settlers had not become friends with the Native Americans?	How would Thanksgiving be different if it was celebrated in the summer?	Would you rather have company or be someone else's company for Thanksgiving dinner? Why?	How is a carrot like a pumpkin?
List reasons to be thankful.	What if you were never allowed to watch TV again?	What would a sheep say to a wool sweater?	Would you rather have been a Pilgrim or a Native American at the first Thanksgiving? Why?	How is a shopping mall like a circus?
List items people can carve.	Veteran's Day is a holiday honoring our military veterans. What if we had no military?	What would happen if a cat could bark?	Would you rather be an e-mail or a letter? Why?	How is popcorn like a blanket?
List reasons for silence.	What if children were the only ones allowed to vote?	What would the gravy say to the mashed potatoes?	Would you rather only be able to whisper or only be able to shout? Why?	How is a turkey like a penguin?
List different types of transportation.	What if we only had summer and winter?	What would a turkey say to convince you to skip Thanksgiving this year?	Would you rather always lose or never play? Why?	How is voting like grocery shopping?