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<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>ELA</td>
<td>Read <em>What a Pro knows: Playing to Win</em>. Answer the following guiding questions:</td>
<td>Read <em>What a Pro knows: Playing to Win</em>. again to increase fluency. Write a summary using specific details describing the character Tamika Catchings.</td>
<td>Read <em>What a Pro knows: Playing to Win</em>. again to increase fluency. Answer the text-dependent questions 1-4 on page 3.</td>
<td>Read <em>A Cool Pool</em> again to increase fluency. Answer the discussion questions 1-4 on page 4.</td>
<td>Describe how Tamika Catchings’ actions contribute to the story’s events. How did she become a pro/winner? What made her successful?</td>
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<tr>
<td></td>
<td>1. What was Catchings’ experience being deaf?</td>
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<tr>
<td></td>
<td>a) She had a difficult time learning in school.</td>
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<td></td>
<td>b) She was made fun of for being different.</td>
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<td></td>
<td>c) She didn’t speak in front of people.</td>
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<td></td>
<td>d) She couldn’t afford hearing aids.</td>
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<td></td>
<td>2. How did Catchings respond not having a professional women’s league to play in?</td>
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<tr>
<td></td>
<td>a) She planned to play in the boys’ league.</td>
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<td></td>
<td>b) She was sad that she couldn’t play in a league.</td>
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<td>c) She planned to start her own league team.</td>
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<td></td>
<td>She gave up on her</td>
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dream of going pro.

3. Who helped Catchings achieve her dreams?
   a) her family
   b) her teachers
   c) her teasing peers
   d) her basketball coaches

<table>
<thead>
<tr>
<th>Math</th>
<th>Solve for the area. Length x Width = Area</th>
<th>Solve for the area. Length x Width = Area</th>
<th>Find the width, length, perimeter and area.</th>
<th>Find the width, length, perimeter and area.</th>
<th>Find the missing dimension.</th>
</tr>
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<tr>
<td>3</td>
<td>9</td>
<td>8</td>
<td>5</td>
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<tr>
<td>12</td>
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<td>?</td>
<td>12 x ____ = 36</td>
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<td>10</td>
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<td>4</td>
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<td>3</td>
<td>____ x 4 = 60</td>
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<td>Christina School District Assignment Board</td>
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<td>6</td>
<td>9</td>
<td>18</td>
<td>8</td>
<td>?</td>
<td>8 x ___ = 64</td>
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### Windstorms:
Think and write your answers to the following:

a) Do you have strong winds where you live?
b) Have you ever experienced a natural hazard like a tornado, hurricane, or dust storm?
c) What kind of problems do you think strong winds cause? (Hint: Think about buildings, trees, power lines)
d) What kinds of ideas have engineers come up with to protect houses from strong winds?
e) What could you do to protect your house during a windstorm?

### Design a Wind-Proof House:
Need: “Design…” paper, 2 blank papers, 4 paperclips, 6 toothpicks, 2 small pieces of tape
Do: Cut out paper house, ONLY cutting dashed lines. Fold on solid lines. ROOF: Put each “A” flap flat against roof and tape for roof shape. HOUSE: Overlap “B” flaps. Fold “C” flap over them for house shape. Do NOT tape. WIND MAKER: Create a fan from 1 paper by folding a paper back and forth until fan is created. Put paper clip on end to hold and spread out fan. Put roof on top of house base. Wave Wind Maker at house. Can you blow it away?

Write answer to #1. Using only materials listed above, try to come up with way to keep house from blowing away. Answer #2. Try another design and answer #3. Then answer #4.

### Windstorms Reflections:
Write your best answers to the following:

a) What do hurricanes, tornadoes, and dust storms have in common?
b) How are hurricanes, tornadoes, and dust storms different?
Reflect on your Wind-Proof House and write your answers to the following:
c) What problem were you trying to solve?
d) How did you test your designs to see whether they worked or not?
e) Engineers are always working to improve their designs. How could you improve your best design? What else would you try?

(SEE OPTIONAL EXTENSION, Day 4)

### A Dangerous Dust Storm:
Based on the article, what should people do to stay safe during a dust storm? Support your answer with information from the article.

### OPTIONAL EXTENSION: WHAT’S IN THE WIND:
Need: a few plastic lids petroleum jelly paper punch yarn wind day
Do:
- Punch a hole at one end of each lid.
- Thread each hole with a length of yarn and knot the ends of the yarn together to form a loop for hanging.
- Spread petroleum jelly over one side of each lid.
- Take the lids outdoors on a windy day and hang them in various areas.
- Leave them outside for about an hour or two to collect what may be blowing in the wind.
- Retrieve the lids and see what they have collected.

### The Tornado Drill:
Read article. Try to read as much as you can on your own. Write your best answer to the following:

a) Compare and contrast what people do to stay safe during a dust storm with what people do to stay safe during a tornado.
b) Imagine that Jonas moved to a school where there were dust storm drills. What would he probably have to do during a dust storm drill? Support your answer with information from both texts.
### Christina School District Assignment Board

<table>
<thead>
<tr>
<th>Social Studies</th>
<th>Analyze a Source and Gather Information</th>
<th>Analyze a Source and Gather Information</th>
<th>Analyze a Source and Gather Information</th>
<th>Analyze a Source and Gather Information</th>
<th>Analyze a Source and Gather Information</th>
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<tbody>
<tr>
<td>Vocabulary:</td>
<td><strong>Primary Source:</strong> artifact, document created during the time Ex: invention, letter, photograph (brochure from 1924) Secondary Source: opinion, account of a past event by someone who wasn't there. Ex: encyclopedia, historical movie, textbook</td>
<td><strong>Analyze:</strong> to break apart Analyze the primary source picture in activity 2. Answer the following questions: <strong>Meet the Photo</strong> 1. What do you see? 2. Is the photo black and white or color? 3. Is there a caption? If so, what, does it tell you? <strong>caption:</strong> writing under a photo that tells you about it</td>
<td><strong>Analyze:</strong> to break apart Analyze the primary source picture in activity 2. Answer the following questions: <strong>Observe Its Parts:</strong> 1. What do you see in the photo? 2. What are people doing? 3. What are the objects used for in the photo?</td>
<td><strong>Analyze:</strong> to break apart Analyze the primary source picture in activity 2. Answer the following questions: <strong>Where do you think we would find more information, in the photo or from the written source? Why?</strong> Is one source better than the other? Why or Why not? <strong>(think about the information you were able to learn from the photo and the text)</strong></td>
<td><strong>Analyze:</strong> to break apart Read the secondary source. Answer the questions: Where do you think we would find more information, in the photo or from the written source? Why? Is one source better than the other? Why or Why not? <strong>(think about the information you were able to learn from the photo and the text)</strong></td>
</tr>
<tr>
<td></td>
<td>Review Primary and Secondary Source.</td>
<td>Complete SS Activity 2 on attached paper.</td>
<td><strong>Analyze:</strong> to break apart Read the secondary source. Answer the questions: Where do you think we would find more information, in the photo or from the written source? Why? Is one source better than the other? Why or Why not? <strong>(think about the information you were able to learn from the photo and the text)</strong></td>
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</table>
Olympic gold medalist Tamika Catchings is a star both on and off the court. The daughter of NBA player Harvey Catchings is a Women’s National Basketball Association (WNBA) All-Star. She is also the creator of a foundation that helps children. It may surprise some people to know Catchings was born partially deaf. She says that’s exactly what motivated her to become the star she is today.

Meeting the Challenge

Because she was hard of hearing, Catchings could not speak well, and she had to wear hearing aids. Her classmates teased her constantly. She would run home from school and hide in her room for hours. “I cried and prayed a lot,” she admits.

Catchings spent a lot of time at school playing basketball. She was good at it and she worked hard. She worked hard on her class subjects, too. She began to dream of a career in sports.

“Being good in sports [and at school] was my challenge to those who made fun of me,” she says. “People... couldn't say that I wasn't smart, and they couldn't challenge me on the court, field, or wherever. That was my challenge to them.”

Catchings knew from visiting her father’s practices how much hard work it took to be a pro basketball player. But she knew what she wanted and was willing to work for it. The fact that there was no professional women’s basketball team at the time didn’t stop her from reaching for her goal. She just thought she would have to join a men’s team. Then in 1996, the WNBA was formed.

Today, Catchings plays for the Indiana Fever. She does not wear her hearing aids on the court. She does wear them when she speaks publicly and whenever else she thinks she needs them. She travels the world to play basketball and to speak out on behalf of hard of-hearing people.

1. lacking the ability to hear, or having a difficult time hearing
Catchings's dedication to her family is constant. “There were plenty of times that I wanted to give up, but my family was there to support me to strive for bigger and better things,” she says. “Giving up was not an option.”

2. Dedication (noun): a feeling of very strong support for or loyalty to someone
Text-Dependent Questions

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

1. PART A: What is the central idea of the text?
   A. Catchings felt pressured by her father to be the best female player in basketball.
   B. Catchings experienced unfair treatment in basketball because of her gender.
   C. Catchings didn’t think that she could play basketball with her hearing loss.
   D. Catchings used her struggles in life to drive her to do her best in sports.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. “Catchings was born partially deaf. She says that’s exactly what motivated her to become the star she is today.” (Paragraph 1)
   B. “Because she was hard of hearing, Catchings could not speak well, and she had to wear hearing aids.” (Paragraph 2)
   C. “Catchings knew from visiting her father’s practices how much hard work it took to be a pro basketball player.” (Paragraph 5)
   D. “She travels the world to play basketball and to speak out on behalf of hard of-hearing people.” (Paragraph 6)

3. Which of the following describes how the information in the text is organized?
   A. The author compares Catchings’ experiences being deaf as a child with her experiences as an adult.
   B. The author discusses the challenges Catchings encountered, and then how she became successful as a basketball player.
   C. The author describes Catchings’ experiences in basketball before there was a women’s team, and then how they changed after.
   D. The author discusses the support that Catchings’ family offered her, and then how they contributed to her success.

4. How did Catchings’ peers treat her, and how did this contribute to her commitment to basketball and school?
Discussion Questions

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

1. In the context of the text, how did Catchings become a star in basketball? What do you think made Catchings succeed? Describe a time when you worked hard to improve at something.

2. What challenges did Catchings face while growing up? How did she face these challenges and eventually overcome them? Describe a time when you were faced with something difficult. What did you do?

3. How do you think Catchings is creating change by being open about her experiences as a person who is hard of hearing? How do you think other people with disabilities feel when they see Catchings succeeding in sports?
Design a Windproof House

1. WHAT’S THE PROBLEM?

The problem with our house is ____________________________

__________________________________________________________________________________________

(describe what you noticed when testing your house)

Why does it matter? Why is it important to fix it? ____________________________

__________________________________________________________________________________________

2. CREATE AND TEST YOUR FIRST DESIGN.

Design #1: Draw your design.

What happened when you tested Design #1?

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________
3. CREATE AND TEST YOUR SECOND DESIGN.

**Design #2:** Draw your design.

What happened when you tested Design #2?

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4. WHICH DESIGN WORKED BETTER AND WHY?

Which one was easiest to build? Which one used the fewest materials? Which one do you think would last the longest?

Design #1 / Design #2 (choose one) worked best because ____________________

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**Mystery Science**

Stormy Skies | Mystery 4
A DANGEROUS DUST STORM:

One day in 2011, in Phoenix, Arizona, a woman was getting in her car, which was parked in her driveway. Suddenly, her husband ran out of the house. He was waving his arms and yelling.

Without another word, the woman ran back in her house and shut the front door. The husband and wife stood at their front window. A few minutes later, the sky began to darken. And then, sand began to swirl around the house. Soon, sand and dust were everywhere, blowing all around the house. This lasted for almost an hour.

The woman and her husband were watching an especially violent type of dust storm. A dust storm is a kind of storm where wind picks up clouds of sand and dust from the desert and blows them into the air. Phoenix is built in the middle of the Sonoran Desert. It gets several dust storms every year. Most of the dust storms are very small, but some of them are very big. A large, thick dust storm hit Phoenix in 2011. It was more than a mile tall and 50 miles wide. Severe dust storms can last for up to three hours.

These dust storms happen in other areas too. Countries in the northern part of Africa can get very violent dust storms that last a long time. If this type of dust storm strikes near a farm, it can cover the farm with dust and sand. This means the farmer can no longer plant crops. Often the farm must be abandoned.

Dust storms can be very dangerous. When a dust storm hits, it makes it difficult to see. If you are outside during a dust storm, you may not be able to see more than a few inches in front of you. When a dust storm is approaching Phoenix, the local weather stations start broadcasting warnings for people to get off the street. People are told to park their cars, so they don’t crash. Airplanes are not allowed to take off from or land at the Phoenix airport because the pilots cannot see well.

The dust in a dust storm can also make people sick. Some of the dust can carry pesticides and toxins. People go inside during a dust storm so that they do not inhale the dust. People with pets, like dogs and cats and horses, also bring their animals inside so that they do not get sick.

Weather forecasters are always trying to get better at predicting when a dust storm will happen. The sooner they know a dust storm is coming, the sooner they can warn people about it. The sooner people are warned about a dust storm, the more lives will be saved. This is because more people will be able to get to safety before the dust storm strikes.

Paul Fisher and his family have lived in Arizona for more than 20 years. He can remember seeing many intense dust storms during that time. One time, he was out walking his dog, Jimbo, shortly after he had moved to Phoenix. As he was walking, he looked out at the desert and saw what looked like a big, dark wall. He stared at it for a few minutes. Suddenly, he realized what he was looking at. He grabbed Jimbo and ran back to the house. He was just able to get inside before the storm hit.

“Once you’re in a [violent dust storm], you never forget it,” he said. “It’s like a thunderstorm, but instead of rain, all you can see is sand.”

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THE TORNADO DRILL:

The alarm went off again. Jonas knew what to do this time. They all had to go out in the hall, sit next to each other, and curl up into a ball. This was in case there was a tornado. Jonas hadn’t understood how in the world going into the hall and curling up into a ball would help you if you got hit by a tornado. Then his teacher had told him that they went into the hall to be away from windows that might break during a tornado. Curling up was in case something fell on you. That’s why they put their hands over their neck, to protect it in case something sharp fell.

Molly had just joined the class, and she sat next to Jonas. When the alarm went off, Molly hid under her desk. Jonas had to tell her to get out from under there and follow the class in the hall.

It turned out to be a drill, just like last time. After a few minutes, all the students went back into their classroom and sat back down at their desks. After school, Jonas teased Molly about hiding under her desk when the alarm went off. “Scaredy cat!” he said. Molly laughed at him. “I wasn’t scared,” she replied. Molly explained. She had moved to Oklahoma from California last week. In school in California, when the alarm went off, it was an earthquake drill, not a tornado drill. During the earthquake drill, you were supposed to hide under your desk.

Kanisha overheard them. She told them she had just visited her cousins in Florida, and there they are more likely to face a hurricane instead of a tornado or an earthquake. One time the weather forecaster on the nightly news said that a hurricane had formed near Florida, and that the hurricane would probably impact the area. So school was closed completely the next day.

There are other storms that can be predicted at least a day before they hit, and schools might close if severe weather were likely to impact the areas near the schools. Jonas had cousins in Minnesota. They told him that they had three days in a row with no school because it wouldn’t stop snowing. They had known about the snowstorm from a prediction by the weather forecaster the day before it started to snow.

“Any storm is scary, but I think earthquakes and tornadoes are the scariest,” Molly said. “The weather forecaster can probably tell you if a hurricane or snowstorm will come. With earthquakes and tornadoes, you never know.”
Tuesday 4/21/2020 Activity

Directions: Circle primary source or secondary source under the picture. Use the definitions from the Monday to help you decide.

Example 1:

_The Model T, sold by the Ford Motor company from 1908 to 1927 was not the first car built in America. However, it was the first car that most people could afford to buy. This was largely because Henry Ford used the assembly line to build the cars, which kept costs low._

_In 1924, there were four different kinds of cars that were made by Henry Ford’s assembly line to be sold to the public. There was the Runabout that cost $260. There was the Touring that cost $290. There was The Coupe that cost $520. Finally, there was the Fordor Sedan that cost $660. The Runabout and the Touring came in black with weather proof storm curtains, windshield wipers, nickeded headlamp rims, and four cord tires. The Coupe came in channel green with upgrades to the inside and outside. The Fordor Sedan came in windsor maroon with additional upgrades to the inside and outside._

_Because the Model T was so affordable, it became the most popular automobile. During this time, the majority of Americans owned a Model T. This was good for the country at the time because it connected rural Americans with the rest of the country. This connection led to the numbered highway system._

**Primary Source or Secondary Source**

Example 2