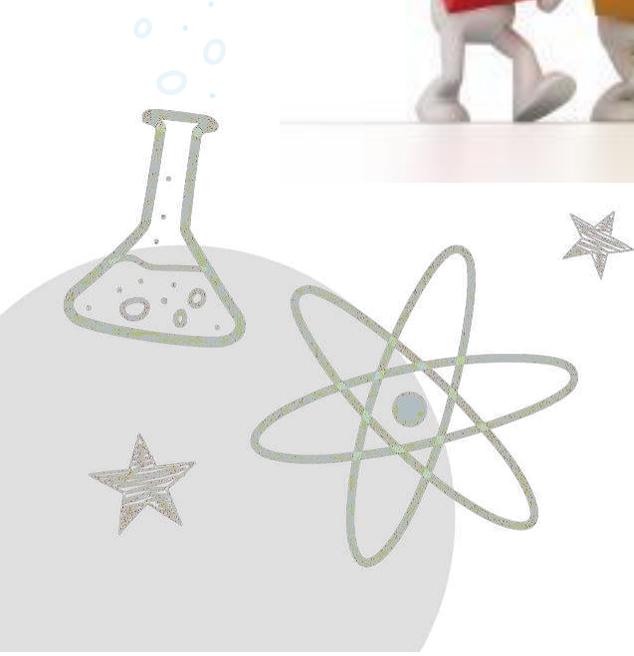


Continuous Learning

Weeks of 4/27 & 5/1

Grades 3-5



Welcome!

This is the work for April 27-May 8, 2020. You can print or fill-in this packet directly from the link or pick up a packet from one of the lunch sites that are open Monday through Friday from 8:00 am to 12:00 pm.

Students are encouraged to maintain contact with their home school and classroom teacher(s). If you have not already done so, please visit your child's school website to access individual teacher web pages for specific learning/assignment information. If you cannot reach your teacher and have elected to use these resources, please be mindful that some learning activities may require students to reply online, while others may require students to respond using paper and pencil. In the event online access is not available, please record responses on paper. Completed work should be dropped off at your child's school. Please contact your child's school for the dates and times to drop off your child's work.

If you need additional resources to support virtual learning, please visit: <https://www.slps.org/extendedresources>

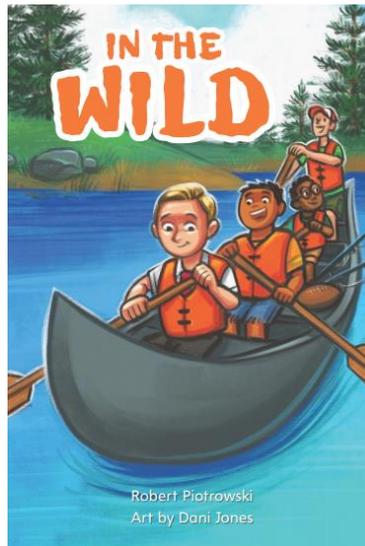
If you have any questions or concerns please contact your child's teacher or myself (esther.palsenberger@slps.org) 314-779-5939

Thank you and enjoy a great learning day!

Esther Palsenberger, Ed.D.
ELA Curriculum Specialist



Literacy Activities
Week of April 27
Grades 3-5



Directions: This week you will be reading “In the Wild”. Throughout the week, you will be referring back to the story to help you answer questions. You will also learn strategies to help you know the meaning of unknown words and review high-frequency words that focuses on using suffixes.

| Day of the Week | Objective(s) | Pages |
|-----------------|--|-------|
| Monday | <ul style="list-style-type: none">• Write questions about the text as you read.• Use context clues to learn the meaning of new words from the story. | 1-29 |
| Tuesday | <ul style="list-style-type: none">• Use text evidence to support an appropriate response.• Use illustrations from the text to support your answer. | 30-31 |
| Wednesday | <ul style="list-style-type: none">• Use text evidence to describe characteristics of Troy, Sal, and Wilson.• Use prior connections to support your answers. | 33-34 |
| Thursday | <ul style="list-style-type: none">• Identify the adverbs using -ly | 35-36 |
| Friday | <ul style="list-style-type: none">• Write a narrative based on becoming a character from the story. | 37 |

In the Wild

By Robert Piotrowski
Guided Reading Level N
DRA Level 30
Lexile Measure 600L

Preview the text: This is a book about three boys who go camping for the first time. Let's read to find out what happens to the boys on their first camping trip.

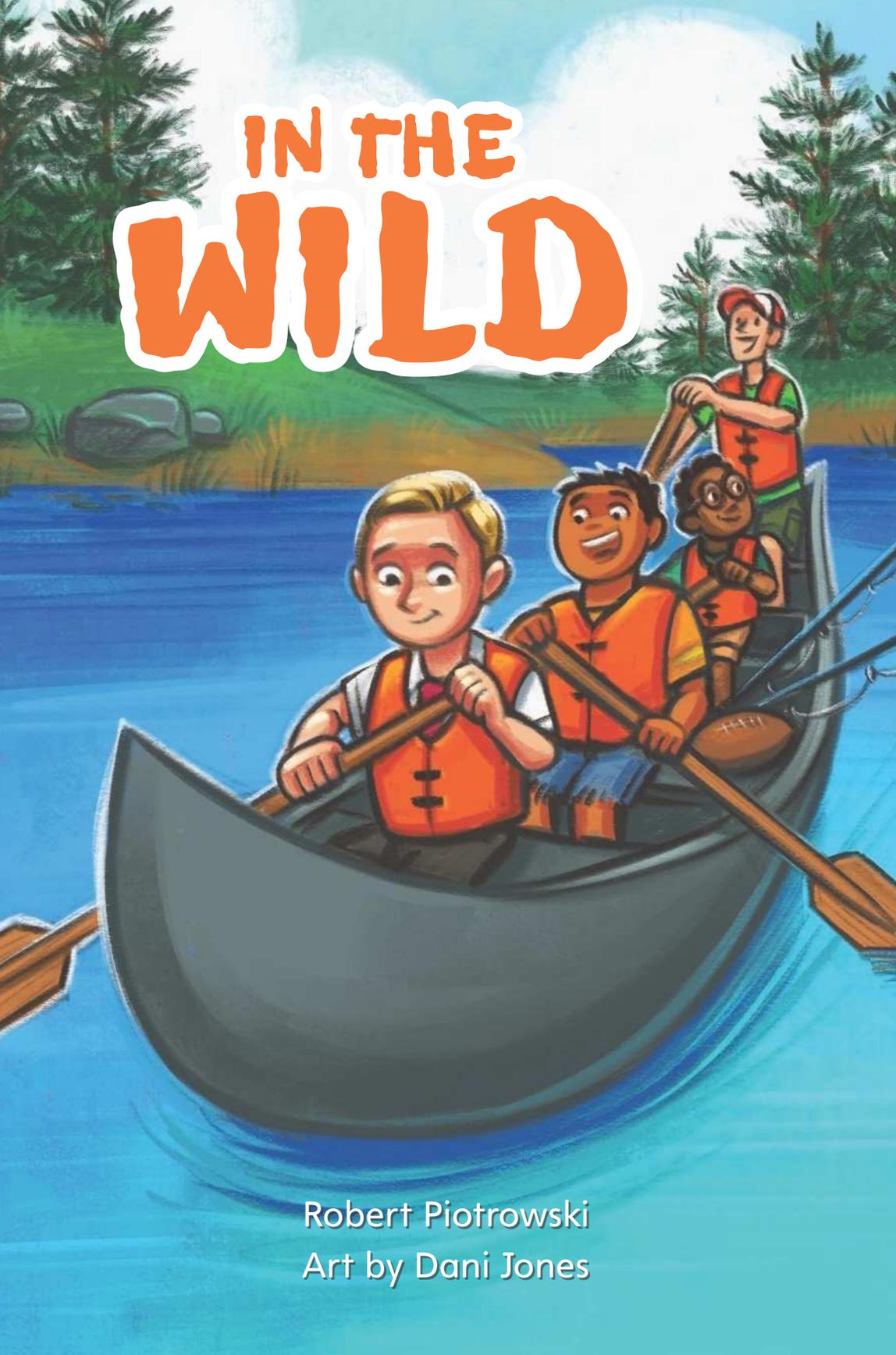
Preview Vocabulary: The words below will be found throughout the story. Use the context clues to figure out the meaning of the words. Write the meaning in the boxes below:

| Word | Meaning |
|---------------------|---------|
| Instructions (p. 7) | |
| Research (p. 7) | |
| Prepared (p. 15) | |
| Build (p. 17) | |

As you read *In the Wild* silently, use the **Noticings, Connections, and Wonderings** page after the story to capture your thoughts, questions, and unfamiliar words.



IN THE WILD



Robert Piotrowski
Art by Dani Jones

Vocabulary

build
instructions
prepared
research

Theme: Solutions

Word count: 1,704



Glenview, Illinois
Boston, Massachusetts
Chandler, Arizona
New York, New York

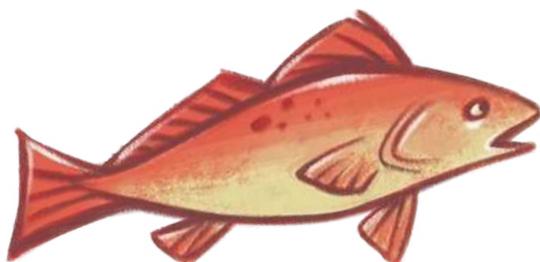


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Art Director: Jocelyn McTavish

IN THE WILD



Robert Piotrowski

Art by Dani Jones

Literacy Consultants

David Booth • Kathleen Corrigan



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Chapter 1

The Clean Mainframe Tigers



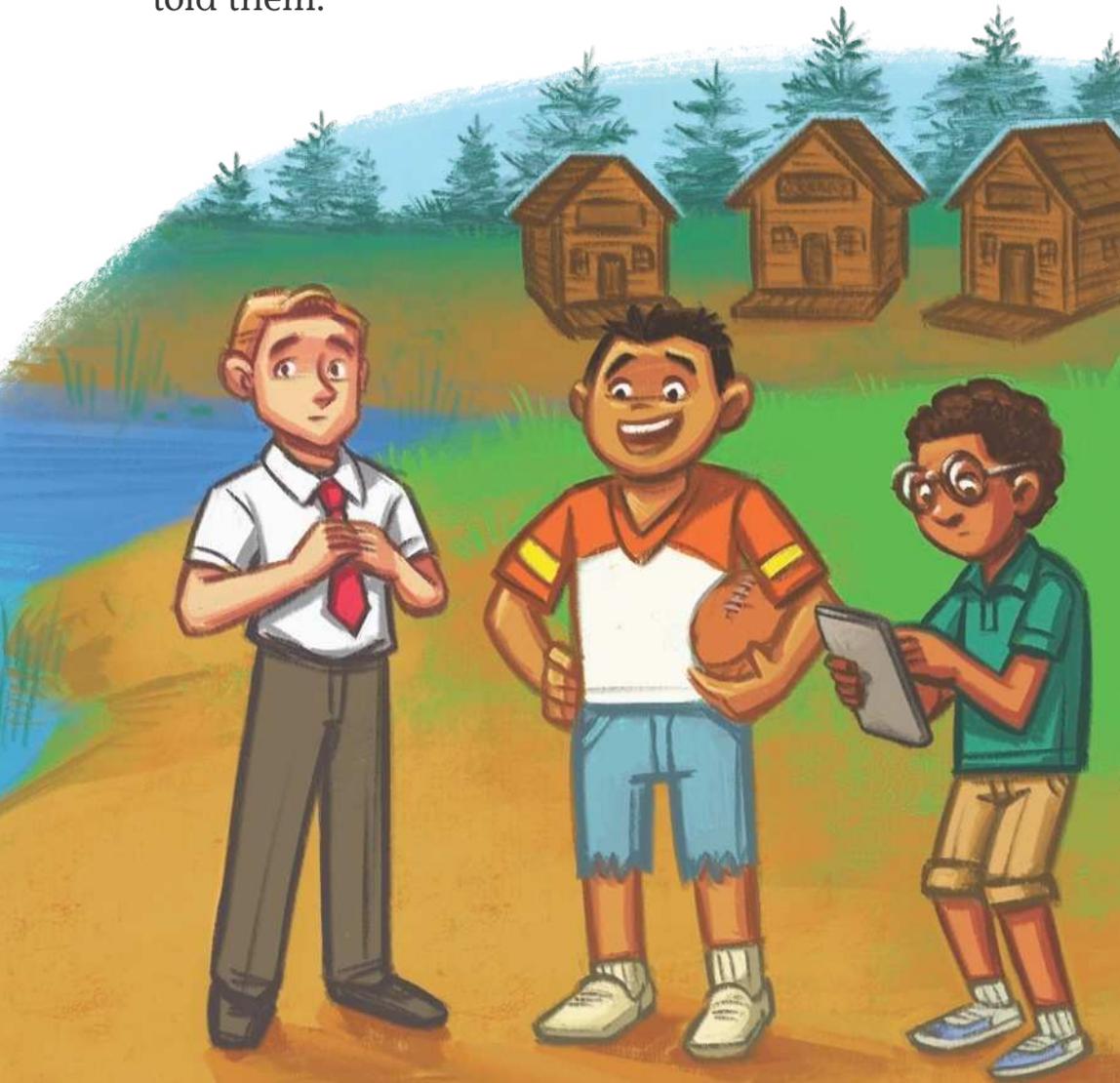
Patrick was nervous about his first day as a counselor at Camp Chip-A-Way. His job was to take campers on overnight fishing trips in a canoe. Patrick knew all about canoeing and fishing. But what if his first group of campers didn't get along? What if they weren't ready for an outdoor adventure?



On his way to the dock, Patrick told himself not to worry. Besides, it could be fun.

A little while later, his first group of campers arrived. These three boys called themselves the Clean Mainframe Tigers.

“That’s a really interesting name,” Patrick told them.





“Yeah! We’re a really interesting bunch. You’ll see,” one of them said. His name was Wilson. He wore a tie and had perfectly combed hair. “Actually, I suggested that we call ourselves the Clean Sweeps.”

“I thought the Mainframes sounded better,” said Troy. He wore round glasses and was holding a tablet.

“I wanted the Tigers,” said Sal, who was clutching a football.

“So in the end we chose to call ourselves the Clean Mainframe Tigers,” Wilson explained.

“Well, at least they know about teamwork,” Patrick said to himself. “Let’s see what they know about getting into a canoe.”

Chapter 2

Out on the Water



Patrick handed out life jackets to the boys.

“I got mine on first!” Sal yelled, doing a dance as if he’d just scored a touchdown.

Next, Patrick went over canoe instructions. He showed the Clean Mainframe Tigers how to get in and out of the canoe properly, without falling into the water.

“I know a better way,” Troy said. “I did some research on my tablet this morning on the best method for getting into a canoe.”

He stepped into the canoe with one foot. The canoe started to drift away from the dock. His other foot was on the dock. Troy’s feet started to move farther and farther apart.





“All you have to do is — Hey! Whoa!”

Troy lost his balance and fell into the river. Moments later, he climbed out of the water, soaking wet. “Now I know why my parents gave me this waterproof case for my tablet,” he said.

“How about trying it the way I showed you? It never fails,” Patrick said.

Troy tried Patrick’s method and had no trouble getting into the canoe after that.



Once they were out on the water, Patrick showed the boys how to paddle and steer. Troy and Sal caught on quickly. But Wilson kept putting his paddle down to straighten his tie.

“You didn’t need to dress up to go fishing, Wilson,” Patrick pointed out.

“I know that,” said Wilson. “But who wants to look like a slob?”

After a little more practice, Patrick announced that the Clean Mainframe Tigers were ready to paddle out to their fishing spot.

“I bet I’ll get there first!” Sal shouted.

Patrick reminded him that they would all get there at the same time.

“Well, I bet I’ll get my worm in the water before you do! And I’ll be the first to catch a fish too! And my fish will taste the best!” Sal said. Then he raised his football triumphantly.

Patrick smiled. “This is going to be a fun afternoon,” he thought. “If the rest of the campers are anything like the Clean Mainframe Tigers, it’s going to be an interesting summer.”



Chapter 3

Fishing



“This is it,” Patrick announced when they arrived at the fishing spot.

“I’m dropping anchor!” shouted Troy.

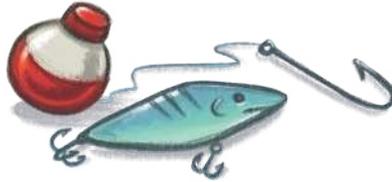
“Troy, wait!” Patrick stopped him from throwing the anchor over the side of the canoe just in time. “The anchor has to be dropped over the front or the back or else you’ll capsize the canoe,” Patrick said.

“But I saw this video online, and it said —”

“Troy, trust me, OK?” Patrick interrupted.

“Pass it to me, please.”

Troy handed the anchor to Patrick, who lowered it over the back of the canoe and into the water. The canoe steadied immediately.



“If we had capsized, I would have been first to the shore. I’m a great swimmer,” said Sal.

Next, the campers unpacked their fishing gear. As promised, Sal was the first to get a worm on his hook and his line in the water.

They waited patiently for the fish to bite. The water lapped at the sides of the canoe. Troy looked something up on his tablet. Wilson checked that his tie was straight. Sal patted his football.

Suddenly something tugged at the end of Wilson’s fishing pole.

“I got one!” he shouted. “What do I do?”

“Reel it in,” Patrick said. “Then get it off the hook and put it in the fish bucket.”



Wilson did as he was told. Then he pushed back the hair that had fallen over his eyes.

“Fishing is too messy,” he said.

“Wait until dinner,” Patrick replied. “It’ll be worth it.”

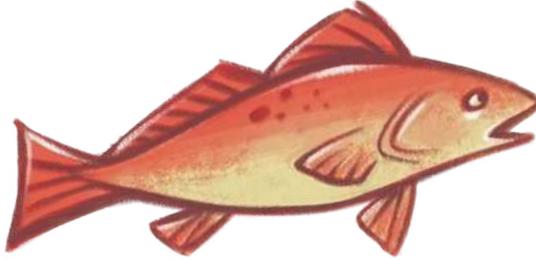
“I bet I catch the next one,” Sal boasted.

“Silver medal, here I come!”

As the day went on, Wilson caught more fish. Patrick caught a few fish too.

When Troy finally caught a fish, the scales of the fish shone red and silver in the sun. He placed it in the bucket with the others. Then he logged on to his tablet.





“This can’t be right,” he said after a moment of reading.

“I know,” Sal replied. “I never come in last. This is the worst day of my life!”

“No, I mean about my fish,” Troy said.

“What’s wrong with it?” Patrick asked.

“It’s a redfish,” Troy said. “According to this Web site, there shouldn’t be any redfish in this river. Only catfish and bass.”

Wilson pointed at the fish that Troy had just caught. “You’d better tell the fish that,” Wilson said, and everybody laughed.

Chapter 4

Dunked!



Once the bucket was filled with fish, Patrick and the Clean Mainframe Tigers prepared to paddle to their campsite. That's when Troy stood up and tried to pull up the anchor.

"Troy, no!" everyone shouted. But it was too late. With a gigantic splash, Patrick, Troy, Sal, and Wilson all fell into the water.

Getting back into the canoe would have been too difficult. Patrick told the boys to swim to shore. He followed close behind, pulling the canoe and the bucket of fish.



Holding on to his football and kicking hard, Sal was the first one out of the water. He sat proudly on a large rock and waited for the others.

Wilson followed soon after. He splashed his way to dry land. His hair was wet, and his once-neat clothes were now messy. He turned to Troy.

“Thanks a lot, Troy. Smart move.”

“I’m sorry, guys,” Troy said quietly. “I was just trying to help.”



They all dried off as well as they could. Still, their wet clothes left them shivering as the sun set.

Thinking that a fire would help get them warm, Patrick began gathering wood. He then showed the boys the proper way to build a fire. He asked Troy if he wanted to share anything he had read on the topic.

“No thanks,” Troy replied sadly.





Following Patrick's instructions, all three Clean Mainframe Tigers tried starting the fire. Despite his claims that he would be the first to start the fire, Sal couldn't get it going. Neither could Wilson. Only Troy's turn with the flint resulted in a flame. "Hey, I did it!" he yelled happily. "And I didn't even have to go online!"

The heat from the campfire helped everyone warm up. Once they were warm enough, Patrick showed them the shed where all the camping supplies were kept. The group worked together to set up the tent.



Then Patrick brought the fish bucket to the campfire. He told the boys that they would clean and prepare the fish as he coached them through it.

“Wait a minute,” Wilson said. Somehow he had managed to perfectly style his hair back into place now that it was dry. “This is going to be messy, isn’t it?”

“It’s going to be very messy,” Patrick said. “But if we don’t clean the fish, we don’t eat.”

Hearing that, even Wilson was willing to get his hands dirty. He ran and brought the supplies from the shed. It had been a long, tiring day, and everyone was hungry. With the three boys working, cleaning the fish went quickly.

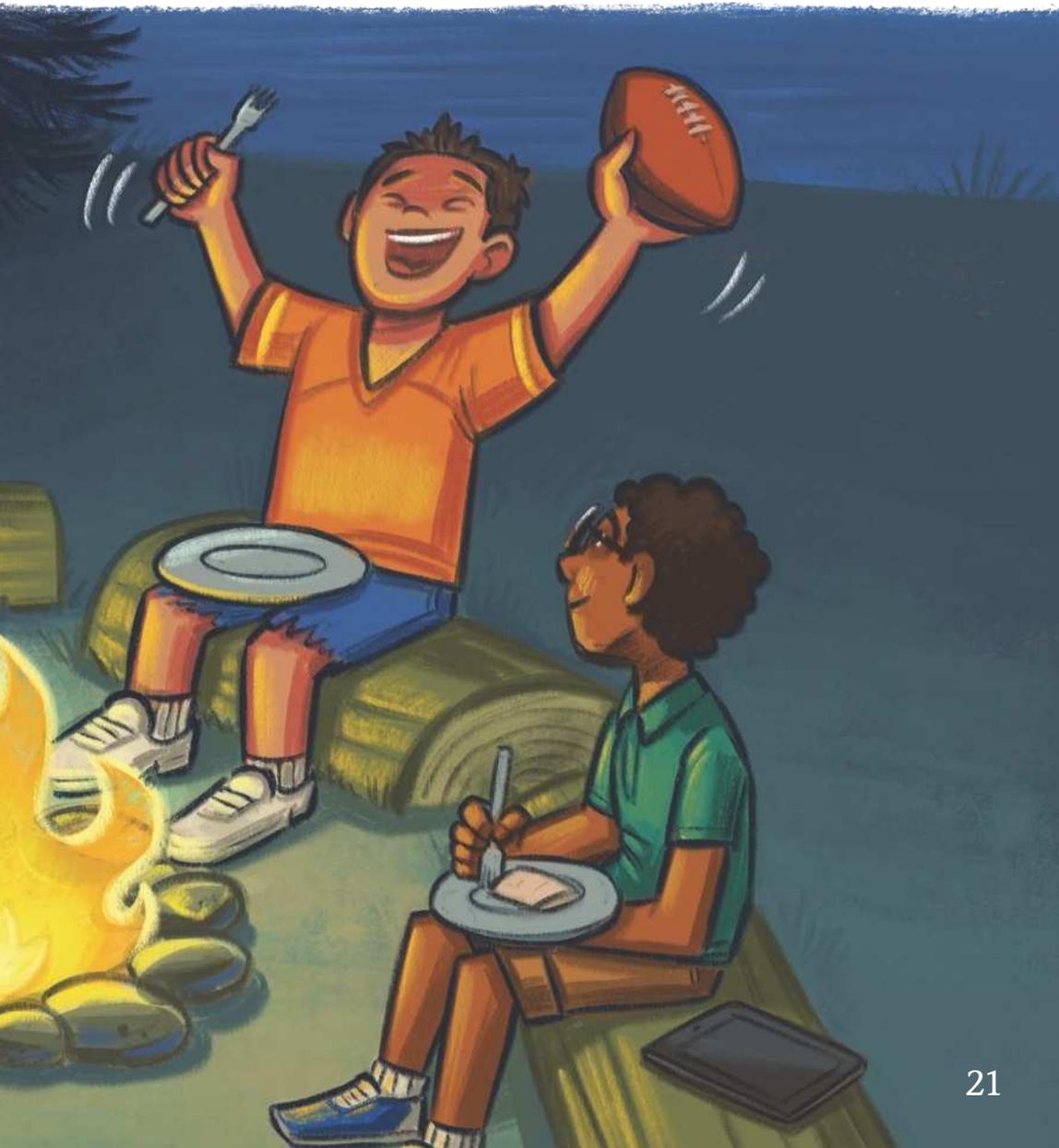
Dinner smelled delicious as it sizzled over the campfire. By the time everyone was eating, the moon was high in the sky. Sal swallowed his last bite. He was the first to finish.

“I still can’t believe I didn’t catch a single fish today,” he said. “I’m so embarrassed.”



“But you earned first place in the fish-eating contest!” Wilson said cheerfully. “That’s got to be worth something, right?”

“Oh yeah!” Sal exclaimed as he proudly lifted his football into the air.



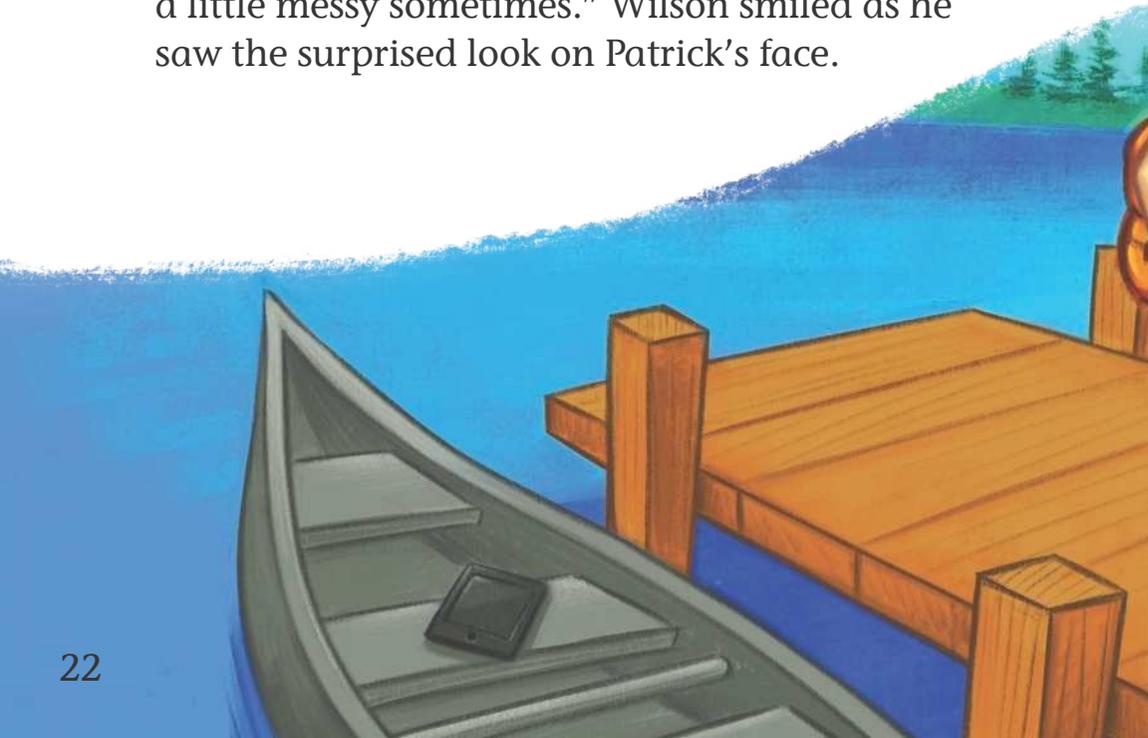
Chapter 5

A New Attitude



The next morning, the group woke up early. They packed up their gear and loaded it into the canoe. Patrick noticed that Wilson wasn't wearing his tie. He reminded Wilson not to forget it. The boy had hung it on a tree branch before going to sleep.

"I put it in my pocket," Wilson explained. "I feel messy not wearing it," he confessed. "But after falling into the river, cleaning those fish, and sleeping outside, I realized that it's OK to be a little messy sometimes." Wilson smiled as he saw the surprised look on Patrick's face.



The boys got into the canoe easily and paddled back toward the camp. They reached the Camp Chip-A-Way dock in an hour.

“That was a great trip,” Troy said. “Thanks for taking us, Patrick.”

“Yeah,” Sal added. “You can consider yourself an honorary Clean Mainframe Tiger. Come by our cabin anytime.”

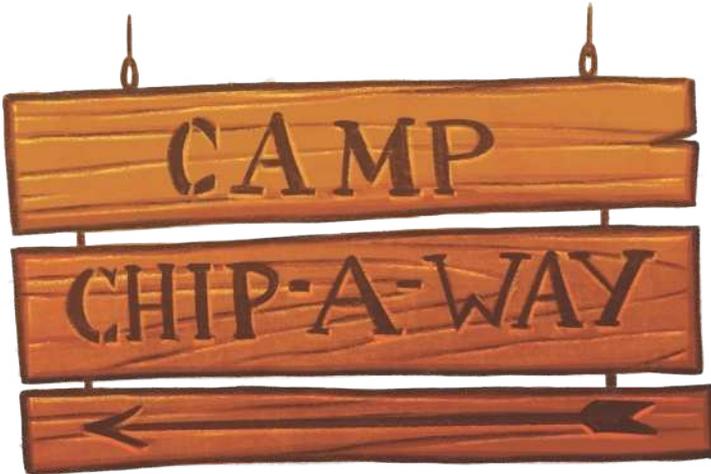
“Thanks, guys,” said Patrick. The counselor waved good-bye as the three boys left the dock.

Returning to the canoe, Patrick noticed that Troy had left his tablet on his seat. “Hey, Troy!” he called from the dock. “You forgot your tablet!”



“I’ll come back for it later!” Troy shouted back. “From now on I’m going to have real experiences at camp and not just read about them online!”

Patrick smiled and gave Troy a thumbs-up. His first experience as a camp counselor had been fun after all. And the best part was that summer at Camp Chip-A-Way had just begun.



In the Wild

Robert Piotrowski • Art by Dani Jones

LEVEL N

ISBN-13: 978-1-4869-0704-5

ISBN-10: 1-4869-0704-0



Name: _____

Date: _____

Noticings, Connections, and Wonderings for *In the Wild*

| |
|--------------------|
| Noticings |
| |
| Connections |
| |
| Wonderings |
| |



Chapter 1: The Clean Mainframe Tigers

Refer to pages 3-6 to answer numbers 1-2.

1. We can use clues from the chapter titles and what we already know to predict what will happen in the story. Choose one of the chapter titles listed on page 3. What do you think will happen in that chapter? What makes you think that?

2. We can use details in the illustrations to learn more about the characters in a story. Based on the illustration on page 5, what inferences can you make about Wilson, Troy, and Sal?

Chapter 2: Out on the water

Refer to pages 7-10 to answer numbers 4-6

4. Patrick teaches the boys about the canoe. He shows them how to get in and out properly. What do you think are some other important canoe instructions?

5. Readers can make mental images and use their senses to help understand the story and connect to the text. Images can be things that you see, hear, feel, taste, and smell. Imagine you are with the boys in the canoe. What are some things you might hear, feel, or smell in a canoe?

6. Realistic fiction is a made-up story that could happen in real life. Many people like to go on camping trips. What are some things the boys have learned that could help someone on a real camping trip?

Chapter 3: Fishing
Chapter 4: Dunked

Refer to pages 11-21 to answer numbers 7-9

7. Patrick is a strong leader for the boys on their trip. What characteristics does Patrick have that make him such a good leader?

8. Patrick asks Troy if he wants to share any information about building a fire, but Troy says no. Why do you think Troy is sad and doesn't want to talk about what he might know?

9. Patrick teaches the boys how to build a fire. Provide some reasons that knowing how to build a fire might be useful on a camping trip.

Chapter 5: A New Attitude

Refer to pages 22-24 to answer numbers 4-6

8. Wilson smiles when he tells Patrick why he is not wearing his tie. Why do you think Wilson is smiling?

9. There are many aspects to being a camp counselor. If you had Patrick's job, what would you enjoy doing most? Why?

10. Authors have a purpose, or reason, for writing a text. Often, an author will write a fictional story to entertain, but he or she might also write the story to persuade or inform. For example, the author might want to teach readers a lesson. Why do you think the author wrote the story? Do you think the author is sharing a message through the lessons the characters learned? Why do you think that?

Think About It

Use a three-column chart and label the columns as shown. Under each character's name, write about how that character changed from the beginning to the end of the story.

| Troy | Sal | Wilson |
|------|-----|--------|
| | | |

Changing Adjectives To Adverbs

Adverbs tell how an action is done. Many adverbs are formed by adding **ly** at the end of an **adjective**.

Example:

quick + **ly** = **quickly**

He ran quickly.

Write the word that completes each sentence by adding **ly** to the end.

slow

swift

rough

beautiful

polite

sudden

soft

poor

1. They treated the garbage _____.

2. The slug moved _____ along the sidewalk.

3. The train _____ stopped.

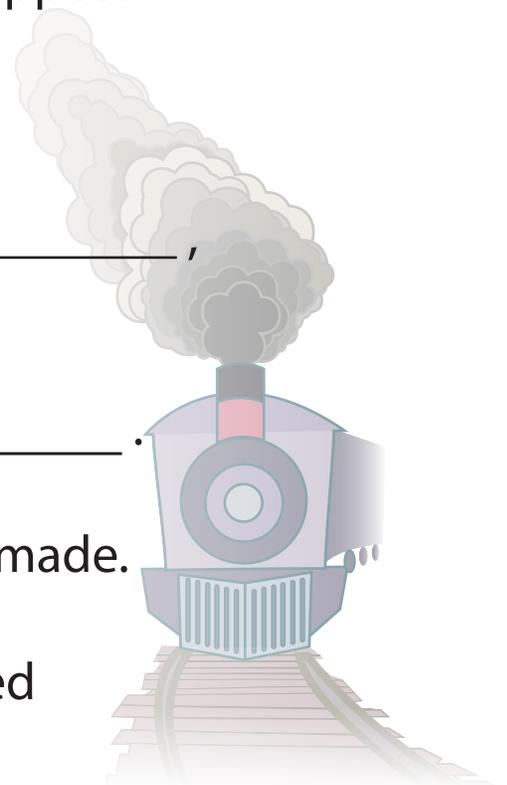
4. She sang _____.

5. The music played so _____,
I could barely hear it.

6. The dog ran _____.

7. The food was _____ made.

8. Tommy _____ asked
the teacher a question.



Write About Reading

Before you start writing, create a list of the main events of the story and how the characters reacted to each.

Prompt: Write a paragraph describing how you might feel and act as you experienced the events of the story. Consider the various emotions and experiences that the boys had in *In the Wild* when you are creating your response.



Literacy Activities
 Week of May 4
 Grades 3-5



Directions: This week you will be reading “Inspiring Kids”. Throughout the week, you will be referring back to the story to help you answer questions. You will also learn strategies to help you know the meaning of unknown words and review high-frequency words that focuses on using suffixes.

| Day of the Week | Objective(s) | Pages |
|-----------------|---|-------|
| Monday | <ul style="list-style-type: none"> Read a text with fluency and rate based on your level. | |
| Tuesday | <ul style="list-style-type: none"> Use text evidence to support an appropriate response. Use illustrations from the text to support your answer. | |
| Wednesday | <ul style="list-style-type: none"> Use text evidence to describe characteristics of Troy, Sal, and Wilson. Use prior connections to support your answers. | |
| Thursday | <ul style="list-style-type: none"> Identify multisyllabic words using spelling patterns. | |
| Friday | <ul style="list-style-type: none"> Write an opinion paper on why it is important for people to stand up for what they believe in. | |

Inspiring Kids

By Glen Downey
Guided Reading Level L
DRA Level 24
Lexile Measure 690L

Preview the text: This book is about young people who made a difference in the lives of others. These young people worked hard to accomplish something and to fight for their beliefs. Let's read to learn about these people and the brave things they did

Preview Vocabulary: The words below will be found throughout the story. Use the context clues to figure out the meaning of the words. Write the meaning in the boxes below:

| Word | Meaning |
|-------------------|---------|
| selected (p. 6) | |
| activists (p. 12) | |
| create (p. 15) | |
| volunteer (p. 21) | |

As you read *In the Wild* silently, use the **Noticings, Connections, and Wonderings** page after the story to capture your thoughts, questions, and unfamiliar words.

Inspiring Kids is an example of a **biography**. Biographies share true information about a person's life. A biography does not usually include every detail about a person's life.



Inspiring Kids



Glen Downey

Vocabulary

activists
create
selected
volunteer

Theme: Heroes

Word count: 1,242



Glenview, Illinois
Boston, Massachusetts
Chandler, Arizona
New York, New York



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Associate Publisher: Amy Land
Executive Editors: Teresa Carleton, Kelly Stern
Editorial Assistant: Sara Loos
Creative Director: Jennifer Drew
Lead Designer: Jason Mitchell
Designer: Alejandra Leon Unda

Inspiring Kids

Glen Downey

Literacy Consultants

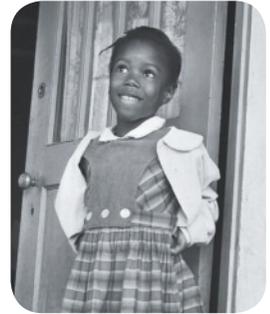
David Booth • Kathleen Corrigan



Images: Cover—Simon Davis/DFID; 4: Kamkwamba—Ida Mae Astute/ABC/Getty Images; Poorna—PRAKASH MATHEMA/AFP/Getty Images; background—Ulada/Shutterstock.com; 5: Bridges—Paul Slade/Paris Match/Getty Images; Ganesan—Share America; [Malala—JStone; blue shirt—sagir; 6: Everest—Gearsolid RT; 7: Palace of Nations—BarryTuck; sky—kzww] Shutterstock.com; Poorna—STR/EPA/Newscom; 8: [background—Dudarev Mikhail; hill—Skreidzeleu] Shutterstock.com; [Kamkwamba—Jordan Naylor for SXSW; windmill—Lucas Oleniuk/Toronto Star] Getty Images; 9: map—Peteri; 10: new windmill—Erik (HASH) Hersman; old windmill—Erik (HASH) Hersman; 11: windmill—Lucas Oleniuk/Toronto Star/Getty Images; 12: background—CHOATphotographer/Shutterstock.com; Malala and father—REUTERS/Alamy Stock Photo; 13: book—SOHAIL SHAHZAD/EPA/Newscom; 14: Malala with Medal—REUTERS/Alamy Stock Photo; 15: Malala—Abaca Press/Balkis Press/Sipa USA/Newscom; 16: background—Toria/Shutterstock.com; 17: VAXXWAGON—Share America; 18: Bridges—Bettmann/Getty Images; background—Luliiia Syrotina/Shutterstock.com; [19: Bridges—Paul Slade/Paris Match; 20: school—Underwood Archives] Getty Images; 21: Bridges—Infrogmation of New Orleans; 23: girl—Gelpi/Shutterstock.com

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- 8** William Kamkwamba
- 12** Malala Yousafzai
- 16** Anurudh Ganesan
- 18** Ruby Bridges
- 22** Be an Inspiration
- 24** Glossary/Index



Let's Meet Some Inspiring Kids

When people inspire you, they sometimes make you want to be creative or to help others. Malavath Poorna, William Kamkwamba, Malala Yousafzai, Anurudh Ganesan, and Ruby Bridges all did inspiring things.



Malavath Poorna

William Kamkwamba

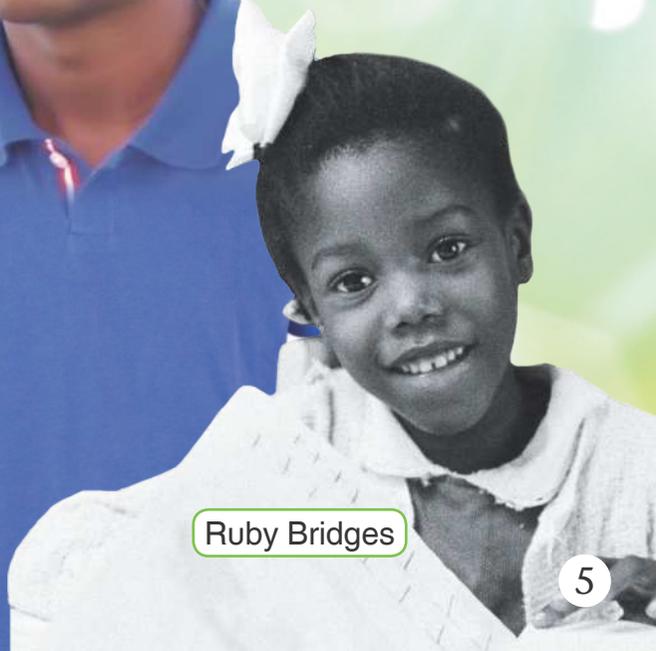
All of the following people inspired others in different ways. They took big risks. They showed great courage and strength. They solved problems. And they helped the people around them. Let's meet these inspiring kids!



Malala Yousafzai



Anurudh Ganesan



Ruby Bridges

Malavath Poorna

Malavath Poorna is a special kid. At school, she was **selected** to learn how to climb mountains. At the age of 13, Poorna became the youngest girl to reach the top of Mount Everest. She completed her climb in May 2014.

What makes Poorna special is not just her climbing ability. She also wants to be a role model for other children. Poorna is from a poor area in India. She has said that many children from her village do not get a lot of chances. She wanted to prove that she deserved the chance she got to learn mountain climbing.

Did You Know?

Mount Everest is the tallest mountain in the world. Climbing Mount Everest is very dangerous. Climbers must take their time. Their bodies need to get used to breathing with very little oxygen.

The United Nations in India has 26 organizations that work to serve the Indian people. The organizations include the United Nations Children's Fund (UNICEF) and the World Health Organization (WHO).

In 2015 Poorna went to a meeting of the United Nations. She spoke as a representative of the Nine is Mine campaign. This organization fights for children's rights. It wants the Indian government to put more money toward education and health.

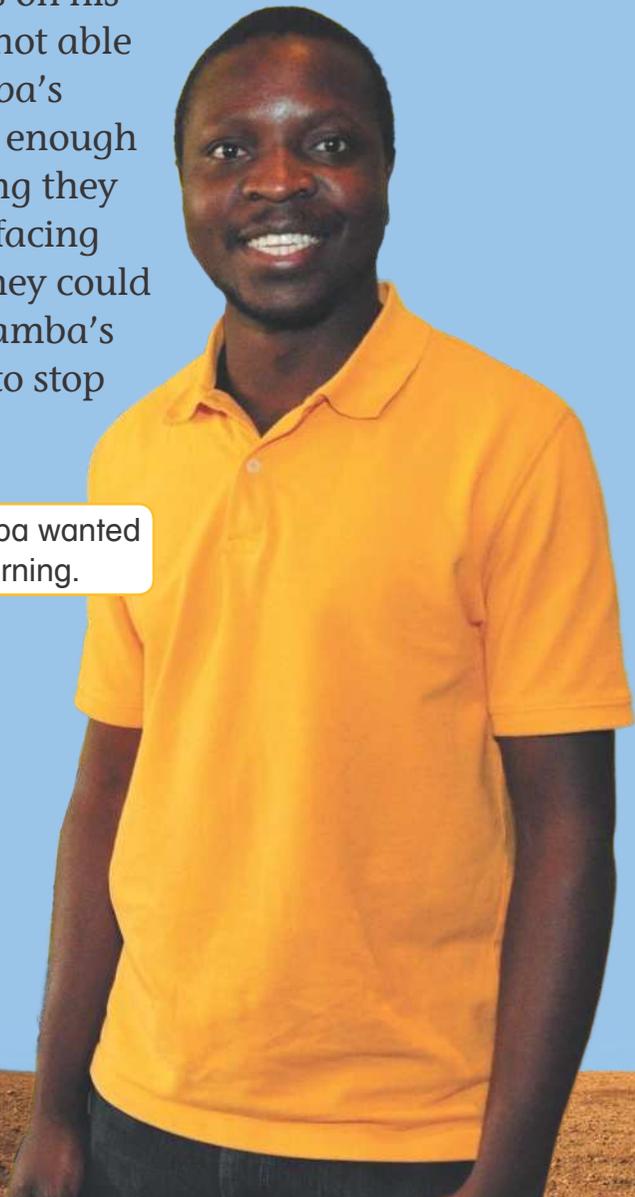
Poorna is congratulated during a ceremony in New Delhi, India.



William Kamkwamba

William Kamkwamba is from a village in Malawi. When he was a child, his family farmed to make money. But in 2001, there was very little rain. The crops on his family's farm were not able to grow. Kamkwamba's family did not have enough money for everything they needed. They were facing **starvation**. And they could not pay for Kamkwamba's education. He had to stop going to school.

Kamkwamba wanted to keep learning.

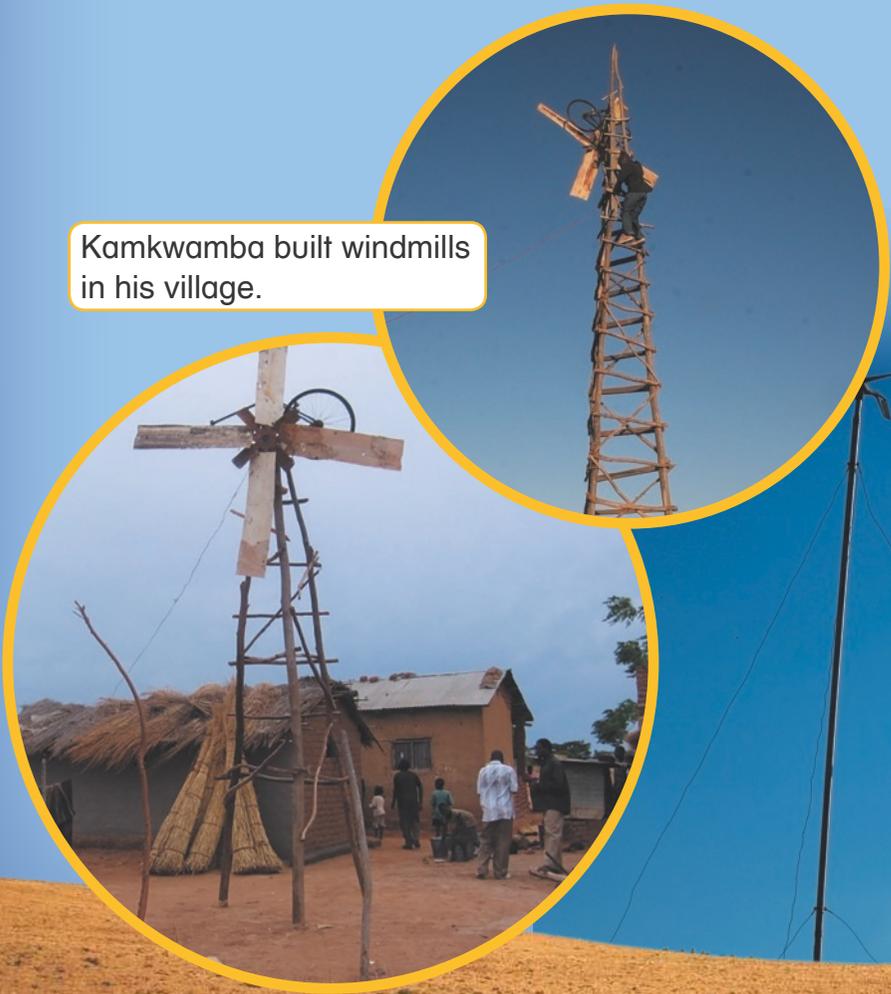


Kamkwamba decided he wanted to continue his education. He did it on his own. He started to borrow books from a small local library. One of these books inspired him. It was a book about electricity, and it had a windmill on the cover.



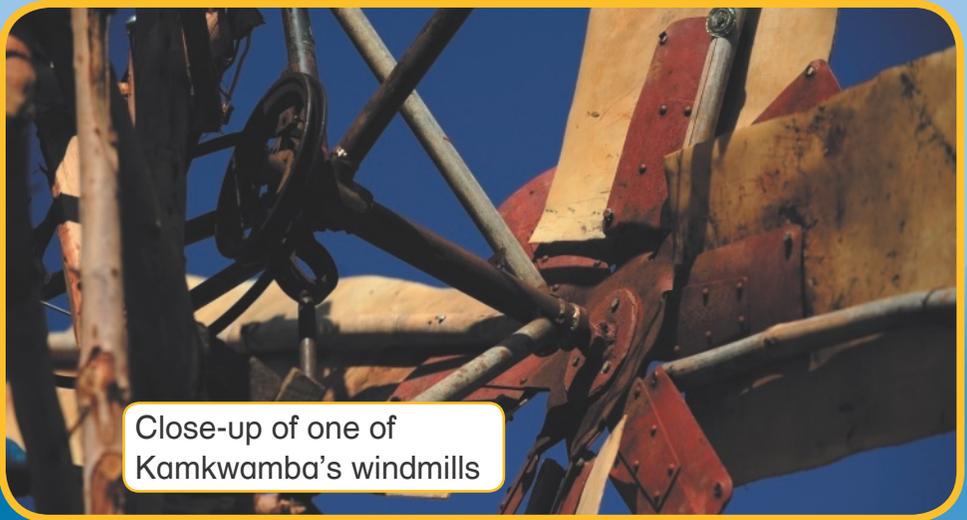
The book gave Kamkwamba an idea. He decided that he could build a windmill too. He thought it could help his family. At the age of 14, he built his first windmill. He used blue gum trees, bicycle parts, a tractor fan blade, and pieces from a junkyard. One of Kamkwamba's windmills helped pump water from a well to his family's fields. The water helped their crops grow.

Kamkwamba built windmills in his village.

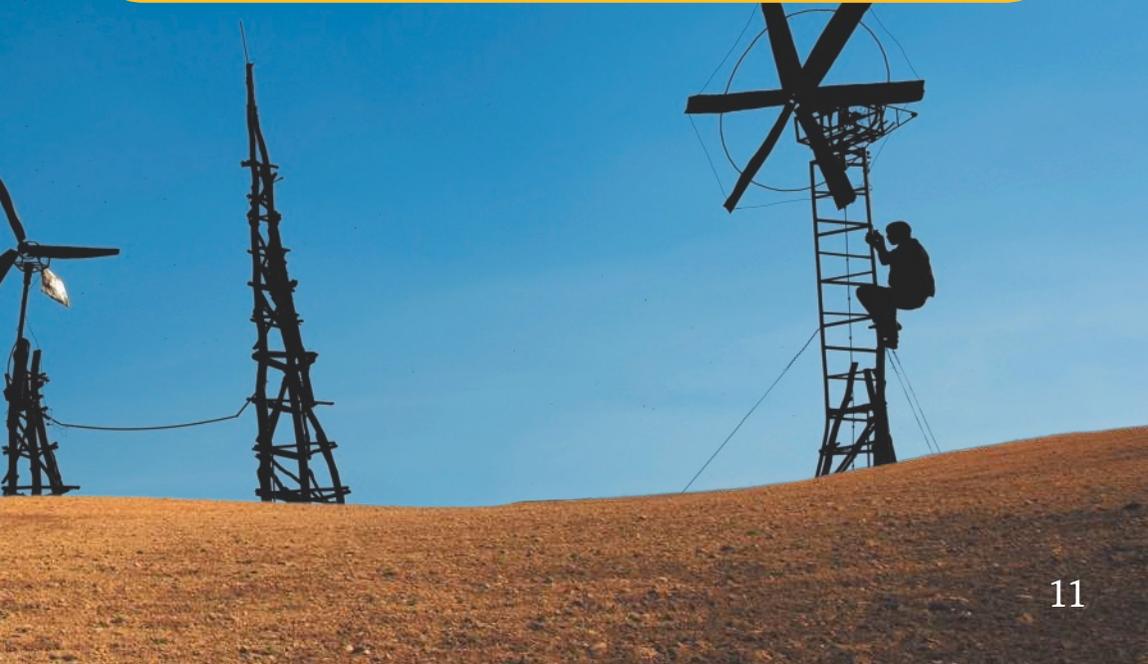


Kamkwamba decided to build other windmills in his village. Kamkwamba's windmills helped improve the lives of the villagers. They brought electricity and clean drinking water to his village.

But Kamkwamba does not want to stop there. He also has a plan for the future. His goal is to bring electricity to all Malawians.



Close-up of one of Kamkwamba's windmills

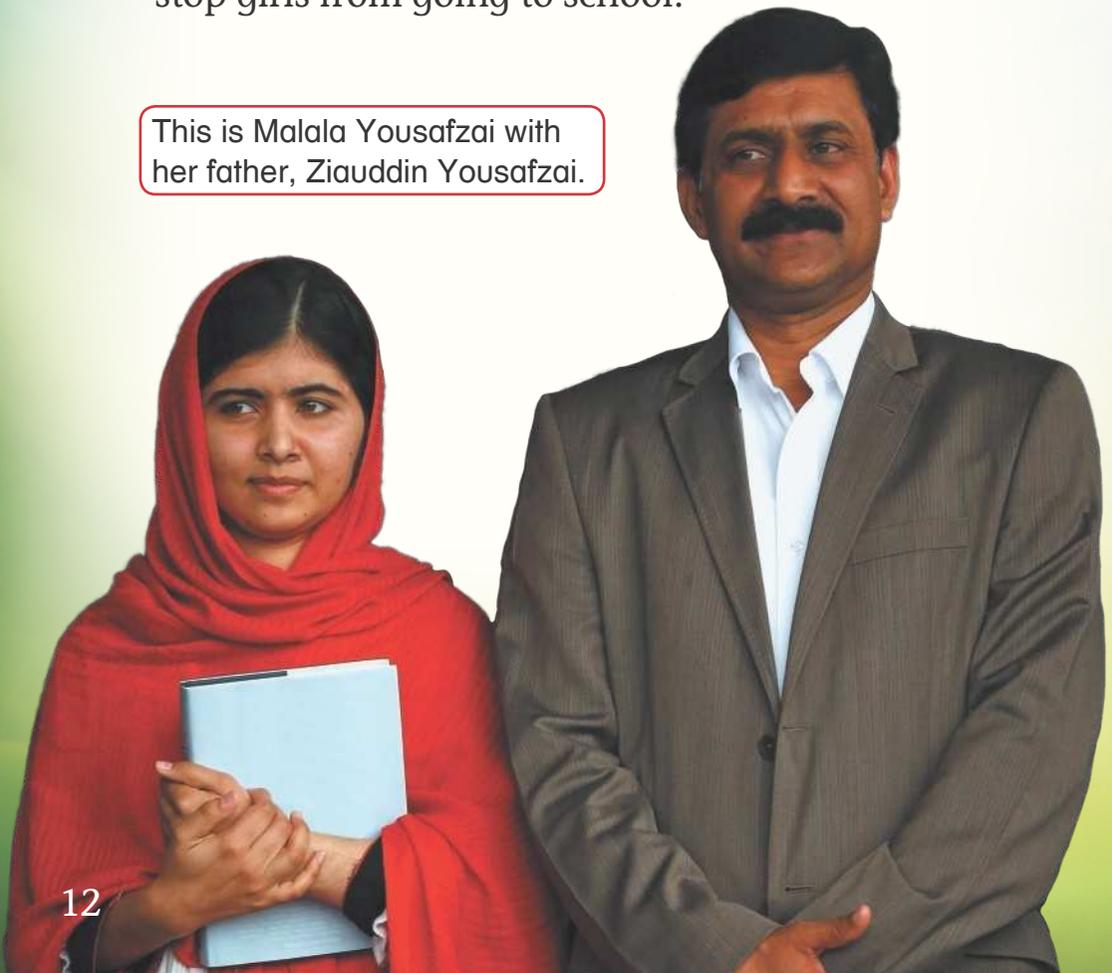


Malala Yousafzai

Malala Yousafzai is from Pakistan. Her father ran a school in the city of Mingora. Education has always been important to Yousafzai and her family.

By 2011 Yousafzai and her father were both well known in their country. They were **activists**. They wanted Pakistani girls to go to school. But the Taliban, an **extremist** group, was trying to stop girls from going to school.

This is Malala Yousafzai with her father, Ziauddin Yousafzai.



One day, at the age of 15, Yousafzai was on a bus on her way home from school. Members of the Taliban attacked her and hurt her very badly.

Yousafzai slowly got better in a hospital in England. She decided that being attacked would not stop her from helping people. She wanted to help other girls to get an education.

Yousafzai believes that “one child, one teacher, one book, and one pen can change the world.”



Once Yousafzai was better, she began to speak all over the world. She spoke about the importance of education.

In 2014 Yousafzai received a very special award. She won the Nobel Peace Prize. This award is given to someone who works hard to bring peace to the world.



Yousafzai is the youngest person to win the Nobel Peace Prize.

Yousafzai wants to keep fighting for girls' right to an education. Yousafzai's courage in standing up for others led her to **create** the Malala Fund. This organization wants to make sure that every girl in the world can get 12 years of education. The Malala Fund asks governments around the world for help to reach this goal.

The Malala Fund opened a school for girls in Lebanon.



Anurudh Ganesan

Anurudh Ganesan's family lived in a remote part of India. When Ganesan was a baby, his family wanted him to have a **vaccine**. But getting the vaccine was not easy.

Ganesan's grandparents knew what they had to do. They walked ten miles to the nearest health clinic. But the vaccines at the clinic had gone bad. Vaccines need to be kept at the right temperature. Vaccines can go bad if they get too hot or if they freeze.

Ganesan was lucky. He was later able to get the vaccine. But almost 1.5 million children die each year because they cannot get the vaccines they need.



Ganesan's experiences inspired him to help people get vaccines.

Ganesan's family later moved to the United States. Ganesan never forgot the story about the vaccines. When he grew up, he wanted to make a difference. So he invented VAXXWAGON. This vaccine delivery system keeps vaccines cool without using ice or electricity.

VAXXWAGON is a bicycle with a small cooling unit on the back. The vaccines are kept here. The cooling unit works like a refrigerator.

Riding the bicycle makes the energy needed for the cooling unit to work. Ganesan's tests found that VAXXWAGON can keep vaccines cool for more than four hours after the bike has stopped moving. Because of Ganesan's VAXXWAGON, many children will be able to get lifesaving vaccines.

Did You Know?

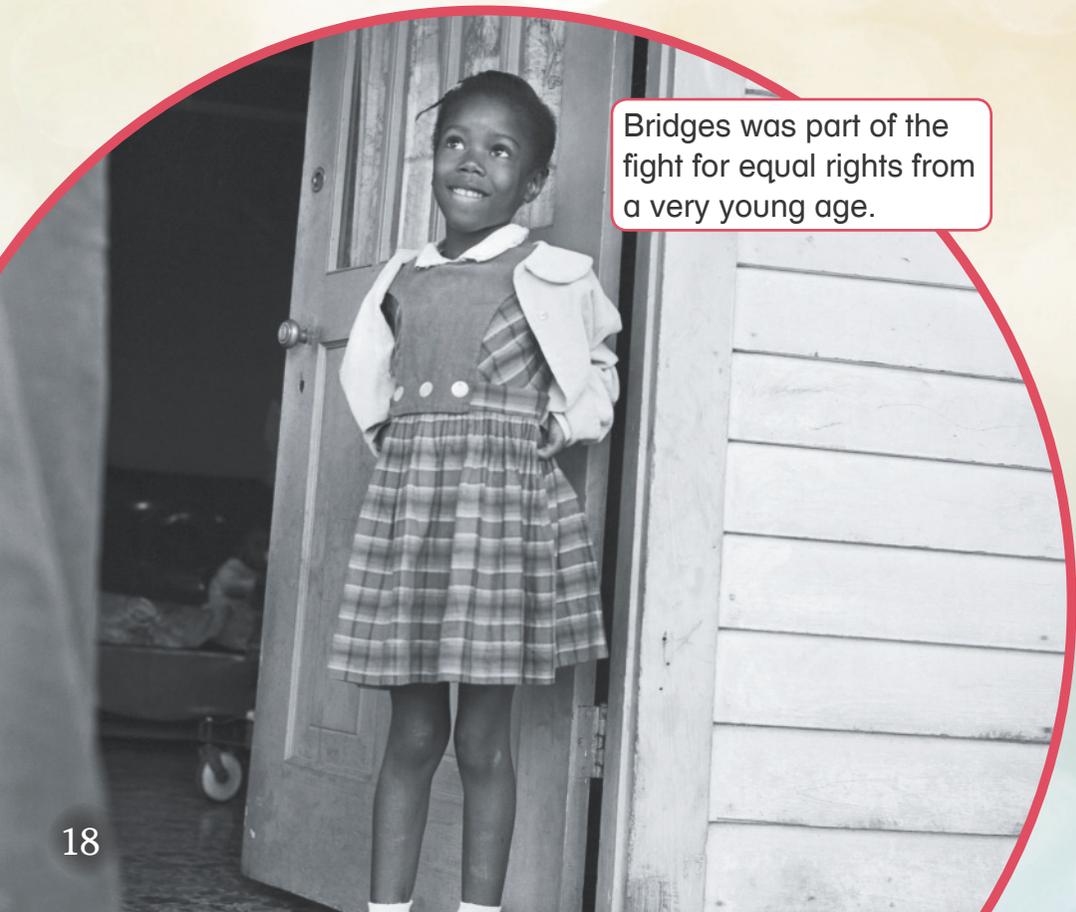
Ganesan took his VAXXWAGON to the White House. He took part in the 2016 White House Science Fair hosted by former U.S. President Barack Obama.



Ruby Bridges

Ruby Bridges was only six years old when she became a hero. Bridges was born in 1954 in Tylertown, Mississippi. Her family moved to New Orleans, Louisiana, when she was very young.

In 1960 the schools in New Orleans were **segregated**. Caucasian children and African American children had to go to different schools. But the law said that schools were not supposed to be segregated.



Bridges was part of the fight for equal rights from a very young age.

Bridges's mother wanted her to be one of the first African Americans to go to a Caucasian school in the South. Bridges passed a test and was allowed to start going to William Frantz Elementary School. Up to this time, only Caucasian children went there.

Bridges's role in **integrating** schools inspired many people.

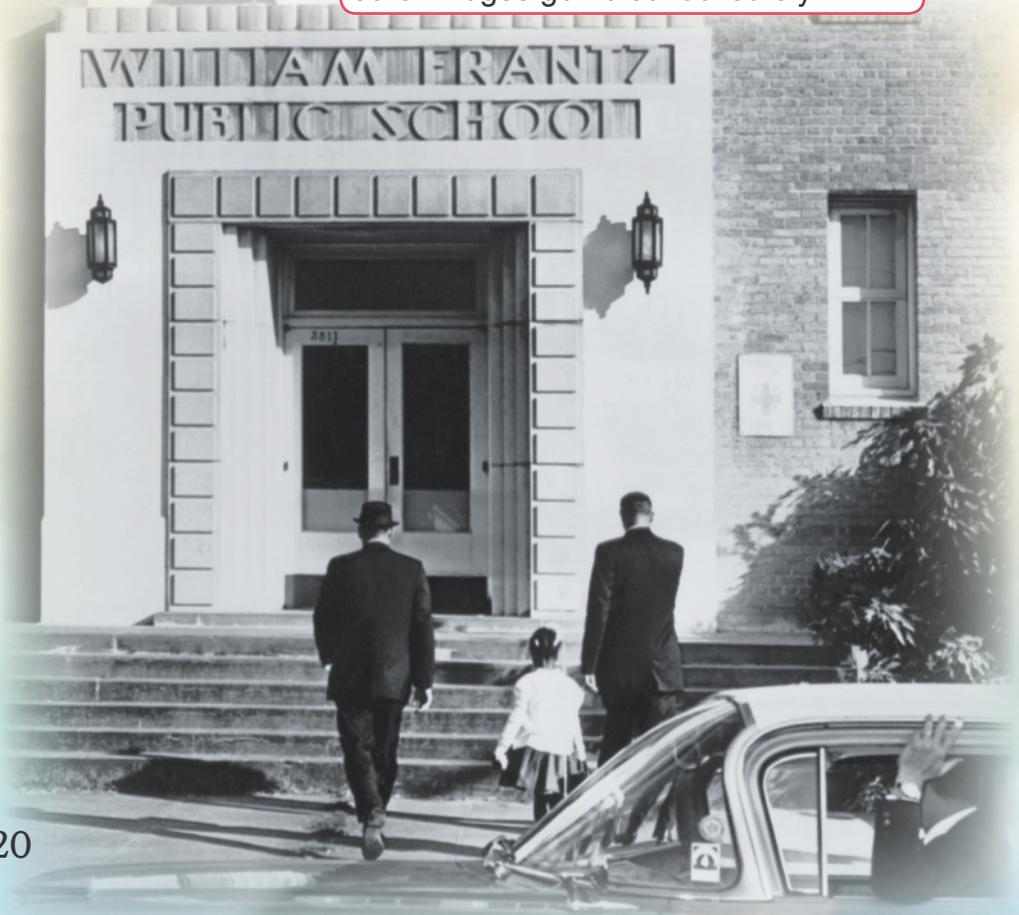


When Bridges started at William Frantz Elementary, people protested. Her parents were forced to shop at a different grocery store. Her father lost his job. But Bridges did not give up. She continued to go to school.

Not everyone was against Bridges. At school, one teacher agreed to teach Bridges. Her name was Barbara Henry.

Many people admired Bridges's courage and strength. She became a symbol of the civil rights movement and school integration.

Members of the U.S. government made sure Bridges got to school safely.



Years later, Bridges decided to **volunteer** at William Frantz Elementary. In 2001 Bridges was recognized for her courage. Former U.S. president Bill Clinton awarded her the Presidential Citizens Medal. This award is given to citizens of the United States who have helped other citizens through their good deeds.

Today, Bridges continues to fight for equality. She is a role model for many people.

Bridges continues to inspire people today.

Did You Know?

The Presidential Citizens Medal is the second-highest honor that the U.S. government can present to a **civilian**. The highest honor a civilian can receive is the Presidential Medal of Freedom.

Be an Inspiration

The lives of many people around the world have been improved thanks to the amazing things that kids have done. Malavath Poorna, William Kamkwamba, Malala Yousafzai, Anurudh Ganesan, and Ruby Bridges are just five of these kids. They inspired people to make positive changes.



You can be an inspiring kid too! But what can you do? It is all about making a difference in your community. Think about the things that are very important to you. Learn more about these things. Work hard to help other people. Put your energy into doing what you love. Always remember that you can inspire other people to do incredible things too.



Glossary

activists: people who fight for what they think is right

civilian: a person who is not in the army or part of a firefighting or police department

create: make

extremist: having a view that is very different from what most people think is right

integrating: ending the separation of people of different races

segregated: separated from one another based on race

selected: chosen

starvation: suffering or death because there is not enough food

vaccine: a medicine that protects a person from getting a disease

volunteer: work without pay

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Inspiring Kids

Glen Downey

LEVEL L

ISBN-13: 978-1-4869-0757-1
ISBN-10: 1-4869-0757-1



Inspiring Kids Comprehension Questions

Refer to pages 1-11 to answer numbers 1-5.

1. The author lists some of the things these kids did that make them inspiring. Do you agree that taking risks and helping others is inspiring? What else makes someone inspiring?

2. We can use details in the text to learn more about the people discussed in a biography. Think about the information in the “Did You Know?” text box and what Malavath Purna accomplished. What can we infer about her personality?

Inspiring Kids

3. Authors include captions to help us understand the information. How does the caption on this page relate to the text?

4. In Kamkwamba's biography, we learn that he had to stop going to school. What did he accomplish? Why is his accomplishment so remarkable?

5. Photographs often add more detail to a text. Look at the close-up photograph of one of Kamkwamba's windmills. Why do you think this close-up is included on this page?

Inspiring Kids

Refer to pages 12-15 to answer numbers 6-8.

6. Biographies sometimes include quotes from the person we reading about Look at the quote in the text box. What does Malala Yousafzai mean by this?

7. In Yousafzai's biography, we learn that she was attacked by the Taliban and severely injured. Despite this, however after she recovered, she continued to advocate for girls' education. How would you describe Yousafzai's personality? Why?

8. A biography can inspire people to help make a difference in their society. The book tells us that Yousafzai created the Malala Fund. Do you think this is the most inspiring part of her legacy so far? If not, what is?

Inspiring Kids

Refer to pages 16-24 to answer numbers 9-11.

9. Think about the challenges of delivering vaccines to remote places. What makes the VAXXWAGON such a great invention?

10. Ruby Bridges only wanted to go to school like everyone else. What makes her a hero?

11. This chapter ends by encouraging kids to make a difference in their communities. If you were to make a difference, what would you want to change? Why?

Comprehension: Generate Questions

As we read, we can ask ourselves questions to make sure we understand what we are reading and to reflect on what we have learned. We have learned about many inspiring kids from around the world. I could ask myself how two people from the book are alike, or what the main idea of the section is.

For this section, create two questions that could be answered using details from the text.

| Section from Book | Question #1 | Question #2 |
|--------------------------------|-------------|-------------|
| Let's Meet Some Inspiring Kids | | |
| Malavath Purna | | |
| William Kamkwamba | | |
| Malala YoTusafzai | | |
| Anurudh Ganesan | | |
| Ruby Bridges | | |
| Be an Inspiration | | |

Think About It Response

A compare and contrast graphic organizer can be used to assess topics more thoroughly.

Choose two characters from the text and compare the similarities and differences between both characters.

Topic #1:

Topic#2:

similarities

differences

Syllables

Can you separate the following words with the V/CV pattern? V stands for vowel (a, e, i, o, u) and C stands for consonant (not vowels).

V/CV: Divide the word before the consonant in the second syllable if the first vowel is a long sound.

Example: frozen fro / zen

Divide the words by using the v/cv pattern.

1. tiger _____

2. frequent _____

3. zebra _____

4. cable _____

5. tiny _____

6. motel _____

7. pilot _____

Circle the correct way to separate these words using the V/CV pattern.

1. **honey:** hon / ey hone / y ho / ney

2. **table:** tabl / e ta / ble tab / le

3. **lizard:** li / zard liz / ard liza / rd

4. **hotel:** hot / el hot / el ho / tel

5. **silent:** si / lent sil / ent sile/nt

6. **virus:** vir / us vi / rus viru / s

7. **gravy:** gr / avy grav / y gra / vy

8. **final:** fin / al fi / nal fina / l

Write About Reading

Prompt: Write a paragraph describing why it is important for people to stand up for what they believe in. Consider the various changes that the five people in *Inspiring Kids* are responsible for when you are writing your paragraph.