



**Olga Hugelmeyer**  
Superintendent of Schools

**Jennifer Costa-Reguinho**  
Principal

Dear Students, Parents & Guardians:

We hope the summer months provide some special family time and rest as we prepare for 4<sup>th</sup> grade at Terence C. Reilly Gifted and Talented School No. 7! To better equip each student for the upcoming school year, below is a list of supplies for incoming 4th graders:

*Each student must have the items listed below at school in every class, every day. Please label every item clearly with permanent marker, and ensure you have enough supplies to last the entire school year.*

**Individual Supplies**

- |   |   |
|---|---|
| <input type="checkbox"/> USB  | <input type="checkbox"/> 1 box of pens (black or blue only)   |
| <input type="checkbox"/> Headphones or ear buds   | <input type="checkbox"/> 2 highlighters (yellow)  |
| <input type="checkbox"/> 4 two pocket folders (3 hole punched)<br>Science, Social Studies, Math, English<br>Language Arts | <input type="checkbox"/> 4 packs of Post It notes   |
| <input type="checkbox"/> 24+ Ticonderoga, #2 pencils  | <input type="checkbox"/> 7 marble notebooks-Note: ELA needs 1<br>marble notebook for each marking period (4<br>total and 1 for writing), Math needs 2 |
| <input type="checkbox"/> Individual erasers   | <input type="checkbox"/> Index cards  |
| <input type="checkbox"/> 1 personal pencil sharpener with a container   | <input type="checkbox"/> Tape, glue sticks, scissors  |
| <input type="checkbox"/> Thin Line Dry erase markers (red, black,<br>blue and green only)                                 | <input type="checkbox"/> Markers, crayons, or colored pencils   |

**Health and Wellness Items:** 3 boxes of Kleenex, 1 bottle of hand sanitizer, 1 container of anti-bacterial wipes

**Home Supplies:**

*In addition to the above, you should have the following supplies at home as well for projects and other assignments:*

- |  |  |
|--|--|
| <input type="checkbox"/> Markers, crayons, or colored pencils                                    | <input type="checkbox"/> Poster board/ Construction paper                                |
| <input type="checkbox"/> Tape, glue sticks, scissors, ruler, protractor<br>Dictionary/ Thesaurus | <input type="checkbox"/> <b>Computer with Internet access and<br/>printer capability</b> |

**Terence C. Reilly School No. 7**



THINK • LEARN • ACHIEVE • CARE

- **Library Card** (If you do not already have one, please obtain a library card for your child and encourage him/her to use your local library for school work).

Keep a look out for weekly penny, nickel, and dollar deals at the following stores throughout the summer, specifically during July and August:

- Staples
- Wal-Mart/Target
- Dollar Store
- Office Depot

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**Terence C. Reilly School No. 7**

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## Summer Assignment

Dear Students, Parents & Guardians:

We hope the summer months provide some special family time and rest as we prepare for 4<sup>th</sup> grade at Terence C. Reilly Gifted and Talented School No. 7! To better prepare each student for the upcoming school year students should have good organizational skills, be prepared with required supplies, and check PowerSchool weekly. This will contribute to a smoother transition into fourth grade. Your 4<sup>th</sup> grade teachers anticipate an exciting year filled with new adventures and fantastic learning experiences. Let's work together to make sure your child gets everything he or she needs to be successful in the 2022-2023 school year!

**It is imperative for your child to prepare themselves for the upcoming school year. To have a successful school year in the 4th grade it is a necessity for your child to complete the following:**

### Social Studies:

**Fourth Grade will first concentrate on maps, latitude and longitude, landforms.**

- It would be very helpful if you introduce this topic to your child and perhaps select coordinates as a game, such as "40° N, 74° W, which are the coordinates for Elizabeth.  
(Suggestion: The game Battleship is a great for this.)
- Students should be prepared to memorize three major historical introductions.

### Science:

Students will learn about Soil, Rocks and Landforms, Energy and Environments.

- Any trips to the park, zoo, beach or museums are great to help students connect to the content they will be learning next year. Even thinking about how a television, car or iPad works is a good introduction. Feel free to look up information and videos on any of these topics.

### Math:

Students must know their basic operation (addition, subtraction, multiplication, & division) facts. Attached are examples of 4 timed basic facts quizzes. Your child will be assessed regularly for each week of school. Please use the attached quizzes to practice. Give your child 3 minutes to complete each quiz. Continue to practice until they are able to accurately answer more facts in 3 minutes.

If your child demonstrates difficulty with the quizzes, consider focusing on the 6, 7, 8, & 9 multiplication facts.

## Terence C. Reilly School No. 7



*Every Child, Achieving Excellence*


Fourth grade is a big year for students at Terence C. Reilly. After a virtual learning experience during a global pandemic, this will be an even bigger year. Traditionally, the transition to fourth grade requires students to adapt to a more rigorous schedule, switching classes for all subject areas, and engaging in an accelerated math program. They will have different teachers with varying expectations. Please help your child(ren) with organization and time-management as they are crucial skills for our learners. Together, as parents and teachers, the incoming fourth graders will have a solid support system at home and at school.

We look forward to the 2022-2023 school year!

Sincerely,

The Fourth Grade Team

**Terence C. Reilly School No. 7**



# ELIZABETH PUBLIC SCHOOLS

*Every child, Achieving Excellence*

## 50-Facts Test 1



$7 * 7 =$	$9 * 8 =$	$5 * 8 =$	$5 * 7 =$
$5 * 6 =$	$4 * 7 =$	$5 * 3 =$	$5 * 2 =$
$3 * 8 =$	$2 * 0 =$	$7 * 8 =$	$9 * 4 =$
$7 * 9 =$	$4 * 9 =$	$6 * 4 =$	$6 * 9 =$
$0 * 4 =$	$1 * 0 =$	$3 * 9 =$	$8 * 9 =$
$6 * 6 =$	$2 * 7 =$	$7 * 6 =$	$7 * 3 =$
$4 * 5 =$	$8 * 4 =$	$5 * 5 =$	$5 * 4 =$
$3 * 5 =$	$8 * 2 =$	$9 * 9 =$	$9 * 7 =$
$9 * 5 =$	$2 * 6 =$	$7 * 2 =$	$9 * 6 =$
$4 * 1 =$	$4 * 8 =$	$2 * 9 =$	$8 * 7 =$
$2 * 4 =$	$8 * 6 =$	$4 * 4 =$	$7 * 5 =$
$5 * 9 =$	$6 * 5 =$	$8 * 8 =$	$3 * 3 =$
$4 * 3 =$	$6 * 3 =$		

**Terence C. Reilly School No. 7**



# ELIZABETH PUBLIC SCHOOLS

*Every Child, Achieving Excellence*

## 50-Facts Test 2



$6 * 6 = \underline{\hspace{2cm}}$

$5 * 0 = \underline{\hspace{2cm}}$

$4 * 4 = \underline{\hspace{2cm}}$

$6 * 3 = \underline{\hspace{2cm}}$

$8 * 7 = \underline{\hspace{2cm}}$

$2 * 7 = \underline{\hspace{2cm}}$

$4 * 9 = \underline{\hspace{2cm}}$

$5 * 3 = \underline{\hspace{2cm}}$

$8 * 1 = \underline{\hspace{2cm}}$

$3 * 8 = \underline{\hspace{2cm}}$

$7 * 9 = \underline{\hspace{2cm}}$

$6 * 7 = \underline{\hspace{2cm}}$

$3 * 5 = \underline{\hspace{2cm}}$

$4 * 7 = \underline{\hspace{2cm}}$

$4 * 2 = \underline{\hspace{2cm}}$

$5 * 8 = \underline{\hspace{2cm}}$

$5 * 9 = \underline{\hspace{2cm}}$

$2 * 5 = \underline{\hspace{2cm}}$

$8 * 8 = \underline{\hspace{2cm}}$

$4 * 8 = \underline{\hspace{2cm}}$

$6 * 8 = \underline{\hspace{2cm}}$

$7 * 3 = \underline{\hspace{2cm}}$

$9 * 6 = \underline{\hspace{2cm}}$

$7 * 4 = \underline{\hspace{2cm}}$

$4 * 3 = \underline{\hspace{2cm}}$

$9 * 3 = \underline{\hspace{2cm}}$

$8 * 3 = \underline{\hspace{2cm}}$

$6 * 5 = \underline{\hspace{2cm}}$

$5 * 5 = \underline{\hspace{2cm}}$

$9 * 8 = \underline{\hspace{2cm}}$

$8 * 2 = \underline{\hspace{2cm}}$

$7 * 8 = \underline{\hspace{2cm}}$

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$9 * 7 = \underline{\hspace{2cm}}$

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$6 * 9 = \underline{\hspace{2cm}}$

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$9 * 5 = \underline{\hspace{2cm}}$

$9 * 9 = \underline{\hspace{2cm}}$

$8 * 5 = \underline{\hspace{2cm}}$

$7 * 6 = \underline{\hspace{2cm}}$

$5 * 4 = \underline{\hspace{2cm}}$

$3 * 7 = \underline{\hspace{2cm}}$

$9 * 2 = \underline{\hspace{2cm}}$

$8 * 9 = \underline{\hspace{2cm}}$

**Terence C. Reilly School No. 7**

### 50-Facts Test 3



$2 * 0 =$

$6 * 9 =$

$4 * 6 =$

$9 * 2 =$

$3 * 3 =$

$7 * 6 =$

$9 * 3 =$

$7 * 9 =$

$5 * 7 =$

$6 * 5 =$

$5 * 6 =$

$5 * 9 =$

$5 * 5 =$

$8 * 6 =$

$3 * 7 =$

$9 * 4 =$

$4 * 8 =$

$7 * 2 =$

$9 * 5 =$

$4 * 5 =$

$4 * 4 =$

$2 * 6 =$

$9 * 9 =$

$6 * 8 =$

$3 * 9 =$

$9 * 7 =$

$8 * 5 =$

$6 * 3 =$

$2 * 4 =$

$6 * 7 =$

$2 * 3 =$

$3 * 8 =$

$9 * 6 =$

$1 * 1 =$

$7 * 7 =$

$4 * 7 =$

$8 * 7 =$

$8 * 4 =$

$7 * 5 =$

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$9 * 8 =$

$8 * 8 =$

$6 * 4 =$

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$7 * 8 =$

$3 * 6 =$

$3 * 4 =$

$8 * 3 =$

**Terence C. Reilly School No. 7**



# ELIZABETH PUBLIC SCHOOLS

*Every child, Achieving Excellence*

## 50-Facts Test 4



$4 * 8 =$ _____	$7 * 5 =$ _____	$9 * 9 =$ _____	$7 * 6 =$ _____
$3 * 7 =$ _____	$4 * 9 =$ _____	$5 * 7 =$ _____	$3 * 4 =$ _____
$6 * 6 =$ _____	$5 * 8 =$ _____	$8 * 5 =$ _____	$4 * 5 =$ _____
$8 * 3 =$ _____	$1 * 3 =$ _____	$6 * 8 =$ _____	$8 * 8 =$ _____
$6 * 9 =$ _____	$7 * 9 =$ _____	$4 * 4 =$ _____	$9 * 4 =$ _____
$2 * 4 =$ _____	$9 * 8 =$ _____	$7 * 4 =$ _____	$9 * 6 =$ _____
$4 * 6 =$ _____	$2 * 8 =$ _____	$8 * 9 =$ _____	$7 * 3 =$ _____
$7 * 0 =$ _____	$5 * 5 =$ _____	$9 * 7 =$ _____	$2 * 9 =$ _____
$9 * 3 =$ _____	$3 * 1 =$ _____	$1 * 1 =$ _____	$6 * 4 =$ _____
$6 * 7 =$ _____	$8 * 6 =$ _____	$5 * 9 =$ _____	$3 * 6 =$ _____
$2 * 5 =$ _____	$1 * 0 =$ _____	$5 * 6 =$ _____	$6 * 2 =$ _____
$4 * 3 =$ _____	$3 * 5 =$ _____	$7 * 7 =$ _____	$8 * 7 =$ _____
$4 * 7 =$ _____	$7 * 2 =$ _____		

**Terence C. Reilly School No. 7**

# **Grade 4**

## My Summer Learning Packet

Name:

# The Inventors of YouTube

by Caitlyn Meagher



If you've ever watched a video on the internet before, chances are you've used YouTube. YouTube is a website with all sorts of videos created by millions of different people. Anyone can upload a video to YouTube. People create and share video content about many topics including animals, music, celebrities, and more! But who created YouTube?

YouTube was founded by three people: Steve Chen, Chad Hurley, and Jawed Karim. They are all around the same age, but their childhood years were spent in different countries.

Steve Chen was born in Taiwan in 1978. He immigrated to the United States when he was 15. After studying computer science at the University of Illinois at Urbana-Champaign, Chen was hired at a finance technology company called PayPal.

The year before Chen was born in Taiwan, Chad Hurley was born on the other side of the world. Hurley was born in the United States in 1977. He grew up in the state of Pennsylvania and went to college in his home state, where he studied fine art. His first job out of college was at PayPal.

While Chen was in Taiwan and Hurley was in the U.S., Jawed Karim was born in Germany in 1979. As a young teenager, he immigrated to Minnesota in the United States. Like Chen, Karim studied computer science at University of Illinois at Urbana-Champaign. Soon afterward, he went on to work in PayPal.

Steve Chen, Chad Hurley, and Jawed Karim met while working in PayPal. They had a dream of starting their own company. And they did!

When they first began developing YouTube, the three men worked in someone's garage. They started from very humble beginnings. Chen, Hurley, and Karim uploaded the first YouTube video on April 23, 2005. Once YouTube hit the internet, it grew rapidly! By the middle of 2006, YouTube had over 100 million video views per day. Now, it is one of the most popular websites on the internet.

Chen, Hurley, and Karim no longer work in YouTube today, but each of them invests in different companies and industries. Chen invests in other technology companies. Hurley has invested in some U.S. sports teams, like the Golden State Warriors and the Los Angeles Football Club. Karim founded Y Ventures with two other people. Y Ventures invests in many growing companies that have new great ideas.

Although Chen, Hurley, and Karim are no longer in YouTube, they are still often best known as the inventors of YouTube. Can you imagine what the internet might be like today without the invention of YouTube?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What is YouTube?

- A. a website that sells homemade products
- B. a website with videos created by different people
- C. a website where you can order groceries
- D. a website where you can play video games

2. The text draws a comparison between the ages and first jobs of Chen, Hurley, and Karim. What is one part of their lives that the text draws a contrast in?

- A. the countries where they were born and spent their childhood years
- B. the companies their parents worked at when they were growing up
- C. the types of trips they liked to take after their success with YouTube
- D. the musical instruments they learned to play in elementary school

3. Read the following sentences from the text.

"When they first began developing YouTube, the three men worked in someone's garage. They started from very humble beginnings. Chen, Hurley, and Karim uploaded the first YouTube video on April 23, 2005. Once YouTube hit the internet, it grew rapidly! By the middle of 2006, YouTube had over 100 million video views per day. Now, it is one of the most popular websites on the internet."

What conclusion can you draw from this evidence?

- A. Chen, Hurley, and Karim borrowed money to start YouTube.
- B. YouTube started off as a video game website but changed.
- C. Chen, Hurley, and Karim did not work together as a team.
- D. YouTube started off small but did not stay that way for long.

4. How do Chen, Hurley, and Karim support other people who are like them?

- A. They continue to invest their own money into YouTube so they can support everyone working there.
- B. They invest in different companies and industries like technology, sports, and companies with new ideas.
- C. They donate to young college students studying technology in Taiwan, the United States, and Germany.
- D. They volunteer to help YouTube so it can grow even though they do not work there anymore.

5. What is the main idea of this text?

- A. Steve Chen, Chad Hurley, and Jawed Karim are immigrants that moved to the United States as teenagers and changed the way people shop forever.
- B. The creators of YouTube, Steve Chen, Chad Hurley, and Jawed Karim, met each other for the first time while working at a company called PayPal.
- C. Companies and industries in technology and sports are very thankful for the support that Steve Chen, Chad Hurley, and Jawed Karim give them today.
- D. YouTube, one of the most popular websites on the internet and a place where people can share videos, was created by Steve Chen, Chad Hurley, and Jawed Karim.

# Kyle Maynard: Living the "No Excuses" Lifestyle

by Caitlyn Meagher



Penn State (CC BY-NC-ND 2.0)

*Kyle Maynard on a mountain*

Kyle Maynard is a motivational speaker, award-winning athlete, and best-selling author. He also has a disability. Maynard was born on March 24, 1986, with a rare condition called congenital amputation. He was born with arms that end at the elbows and legs that end near the knees. His parents made a decision early on to give their child as much independence as possible. They wanted him to develop skills to work with his disability and accomplish everything he wanted to achieve.

Kyle Maynard loved playing sports throughout his childhood, and he got involved in a wrestling team when he was a middle school student. In his first year of wrestling, he lost every match. But Maynard stuck with the sport. In his senior year of high school, Maynard won 36 matches and made it to the state championships! He also began weightlifting this same year. By early 2009, he was able to lift 420 pounds with the assistance of leather straps and chains attached to his arms.

More recently, Kyle Maynard took one of his biggest challenges yet: climbing the highest mountain in Africa, Mount Kilimanjaro. He trained for many months by climbing smaller mountains. His team of climbers consisted of war veterans with injuries and other disabilities. The purpose of the climb was to raise awareness for wounded American war veterans. The

mission also donated \$25,000 worth of medical supplies to the Mwereni Integrated School for the Blind in Tanzania. In just 10 days, Maynard became the first quadruple amputee to climb Mount Kilimanjaro without the help of artificial arms or legs.

Maynard believes excuses should not stop any person from living a full life. And he clearly lives by his "no excuses" philosophy, too. Maynard speaks about his many experiences to people of all ages all across the world. His book, *No Excuses*, became a New York Times Bestseller in 2005. He wrote about his wrestling experience and how he had overcome difficulties in his life.

What can you learn from Kyle Maynard's journey?

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_**1.** What condition was Kyle Maynard born with?

- A. congenital amputation
- B. visual impairment
- C. hearing impairment
- D. a learning disability

**2.** Kyle Maynard's parents wanted to give him independence so he could develop the skills to reach his goals. Based on the text, what effect did this have on him as he grew up?

- A. It caused him to become very independent, and he ended up moving out of his parents' home as a child.
- B. It inspired him to take on physical challenges, like wrestling in middle school and weightlifting in high school.
- C. It left him without support when he tackled hard challenges, so he often failed when he tried new things.
- D. It caused him to focus on setting and reaching goals that focused on his intelligence and mental abilities.

**3.** Read the following sentences.

"More recently, Kyle Maynard took one of his biggest challenges yet: climbing the highest mountain in Africa, Mount Kilimanjaro. [...] The purpose of the climb was to raise awareness for wounded American war veterans. The mission also donated \$25,000 worth of medical supplies to the Mwereni Integrated School for the Blind in Tanzania."

**What conclusion can you draw from this evidence?**

- A. Kyle Maynard climbed Mount Kilimanjaro partly to support other people with physical disabilities.
- B. Kyle Maynard was a wounded American war veteran himself which inspired him to do the climb.
- C. Kyle Maynard always wanted to be an eye doctor and help blind and visually impaired people.
- D. Kyle Maynard liked to see beautiful views which is why he decided to climb Mount Kilimanjaro.

4. How does Kyle Maynard follow his life motto of living a "no excuses" lifestyle?

- A. Kyle Maynard is a successful baseball and football player who also climbed the world's highest mountains in his spare time.
- B. Kyle Maynard taught himself to become a successful soccer player, skateboarder, and snowboarder despite his disability.
- C. Kyle Maynard's parents made sure to give him as much independence as they could from a young age so he could do what he wanted.
- D. Kyle Maynard doesn't let physical challenges stop him from doing the things he wants to do, like play sports and climb mountains.

5. What is the main idea of this text?

- A. Kyle Maynard has written books that tell people the details of how to climb Mount Kilimanjaro with a team of wounded war veterans and people with disabilities.
- B. Kyle Maynard, an athlete, author, and speaker, inspires people with his "no excuses" lifestyle and his determination to do hard things despite being born with a disability.
- C. Kyle Maynard became a professional weightlifter, with the help of leather straps and chains attached to his arms, and won three gold medals for the United States at the Olympics.
- D. Kyle Maynard started climbing in his middle school's mountain climbing team and eventually climbed Mount Kilimanjaro with the same coach and team from middle school.

# Recipe for a Name

by Ron Anahaw



Steven Giacomelli from Pixabay

*chocolate chip cookies*

It was Jem's first day at his new school, and he was nervous. He wasn't sure how he should introduce himself to his classmates.

"Jem" was easier for most people than "Janaldo Marcos." If he told everyone "Janaldo Marcos," they might have a tough time saying his name. And if they had a tough time saying his name, they wouldn't want to hang out with him. And if they didn't want to hang out with him, he would have no friends, and would end up starting a weird YouTube channel about bugs and growing a weird mustache like his Tito Anthony and...

Jem decided that he would introduce himself simply as "Jem." Then he noticed that his teacher, Ms. Weaver, had left a nametag on his desk that said "Janaldo Marcos."

Jem hurriedly erased "Janaldo Marcos" on the nametag and wrote in "Jem"-no mustache for him today! Realizing that the boy sitting next to him was staring at the new name, Jem squirmed in his seat, feeling tense, but the other boy said nothing.

Ms. Weaver smiled, said "Good morning, everyone," and began taking attendance, reading names off the class list.

"Rebecca Álvarez?"

"Here!"

As Ms. Weaver read each student's name, Jem realized that his name was still written "Janaldo Marcos" on the list, and not "Jem." Ms. Weaver would call him "Janaldo Marcos" first and he'd end up with no friends. He started imagining himself with the mustache again...oh no...

"And our new student... Janaldo Marcos Sayo?" Even worse, she said his first name wrong, and that made Jem feel so embarrassed. She pronounced it "Ha-NAL-doe" instead of "Juh-NAWL-doe."

"Ha-NAL-doe MAR-cose Sayo?" Ms. Weaver repeated.

Jem raised his hand but said nothing. "Welcome!" Ms. Weaver said cheerily, before moving on. Soon, she finished reading the names.

"All right, is everyone settled in?"

Jem responded "Yes!" with the other fourth-graders.

Ms. Weaver took a piece of chalk and wrote the word ingredients on the board. "For science today, we are going to examine the ingredients that make up my favorite food. And that food is..." She turned around and wrote something else on the board: Chocolate Chip Cookies. The class broke out in a loud buzz!

"Wow, I'm glad that you are all so excited," Ms. Weaver said. "All right, who can tell me what everyone's favorite part of a chocolate chip cookie is?"

"The chocolate chips!" everyone answered.

"Mine, too! But we can't forget the other ingredients," she said, writing a list of the different elements that go into a chocolate chip cookie- sugar, butter, flour, baking soda, and eggs.

Ms. Weaver pointed to each ingredient and explained what its role was: "Sugar and butter make

the texture and taste of a cookie, which can make it chewy or hard, very sweet or less sweet. Flour gives the cookie a body, and baking soda shapes that body by making it rise. And eggs bring all those components together!" Next, she taped an illustration of a chocolate chip cookie up on the board and said, "In the end, each ingredient is important, and the cookie wouldn't be the same without it." Ms. Weaver continued on, explaining more about the science of baking... but Jem was distracted, fretting about what he might say to Ms. Weaver about the way she pronounced his name.

At the end of the morning, the students headed out to lunch, but Jem waited for a minute, then haltingly stepped up to Ms. Weaver's desk.

"Hello, Ha-NAL-doe MAR-cos, how can I help you?" she asked.

"Hi," Jem said. "I wanted to let you know that my first name is said *Juh*-NAWL-doe, not Ha-NAL-doe."

"Oh my, I am so sorry to hear that I pronounced it incorrectly," she replied *Juh*-NAWL-doe, am I saying it properly now?"

"Yes, Ms. Weaver, thank you," Jem replied, paused, then added, "It's kind of like a chocolate chip cookie."

"How's that?" Ms. Weaver responded, looking puzzled.

"My name also has ingredients. The 'Jan' comes from January, when I was born, 'Aldo' is from my dad's name, 'Ronaldo,' and 'Marcos' is from my mom's name, 'Marcielle.'"

Ms. Weaver broke out in a wide grin and said, "It's like a chocolate chip cookie! Thank you for sharing your name's recipe with me, Janaldo Marcos."

Janaldo Marcos smiled back and left for lunch, ready to share his name's recipe with anyone who would ask.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. How is Jem feeling on his first day of school?

- A. sad
- B. angry
- C. nervous
- D. excited

2. Why is Jem worried about introducing himself as Janaldo Marcos?

- A. because he's worried that people will have a tough time saying his name
- B. because he knows his name reminds people of a popular song
- C. because there's already another person with the same name in the class
- D. because he doesn't want to embarrass his teacher by correcting her

3. Read the following sentences from the text.

"'Jem' was easier for most people than 'Janaldo Marcos.' If he told everyone 'Janaldo Marcos,' they might have a tough time saying his name.

[...]

'And our new student... Janaldo Marcos Sayo?' Even worse, she said his first name wrong, and that made Jem feel so embarrassed. She pronounced it 'Ha-NAL-doe' instead of 'Juh-NAWL-doe.'

'Ha-NAL-doe MAR-cose Sayo?' Ms. Weaver repeated.

Jem raised his hand but said nothing."

What can you conclude about Jem based on this information?

- A. Jem's fears about people saying his name wrong come true.
- B. Jem's fears are proved wrong when Ms. Weaver says his name right.
- C. Jem decides to let everyone say his name wrong for the rest of the year.
- D. Jem corrects his teacher with the right way to say his name.

4. How does Jem use the lesson about chocolate chip cookies in his conversation with Ms. Weaver?

- A. He talks about how he loves sweet foods, especially chocolate chip cookies.
- B. He explains that his name has different ingredients, just like chocolate chip cookies.
- C. He explains that he was raised baking different kinds of cookies, not chocolate chip.
- D. He talks about how he wants to learn how to bake for his parents.

5. What is the main idea of this story?

- A. In chocolate chip cookies, each ingredient plays a special role in making the cookie taste good: the butter and sugar make the texture of the cookie either hard or soft, or sweet or less sweet.
- B. Janaldo Marcos loves learning about baking and ingredients because he hopes to open his own bakery one day where he bakes his favorite desserts, including chocolate chip cookies.
- C. Janaldo Marcos, or Jem, is nervous about people saying his name wrong on the first day of school, but a school lesson about ingredients helps him explain how to pronounce his name to his teacher.
- D. Janaldo Marcos, or Jem, is upset and embarrassed about having to correct Ms. Weaver because she is saying his name, Ha-NAL-doe, when really his name is pronounced *Juh*-NAWL-doe.

6. Read the following sentences.

"'Mine, too! But we can't forget the other ingredients,' she said, writing a list of the different **elements** that go into a chocolate chip cookie- sugar, butter, flour, baking soda, and eggs."

What does the word **elements** mean as it's used here?

- A. the most impressive example of something
- B. a type of cook book used for baking
- C. things that you might find in your bedroom
- D. things that are used to make something

7. Choose the word that best completes the following sentence.

Jem is worried about people having a tough time saying his name, Janaldo Marcos,  
\_\_\_\_\_ he thinks that then he won't have any friends.

- A. because
- B. however
- C. last
- D. first

8. How does Jem's teacher react when he corrects her about how to say his name?

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9. What are the ingredients of Janaldo Marcos' name?

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10. Why do you think that Janaldo Marcos is thinking of himself using his full name, not "Jem," by the end of the story?

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# Dancing with the Rollettes

by Caitlyn Meagher



Trademarked

*logo of the Rollettes*

Chelsie Hill always wanted to be a professional dancer. She danced throughout her childhood and went to dozens of dance competitions. She spent hours and hours after school perfecting her dance technique.

Only three months before Chelsie was going to graduate from high school, she got into a bad car accident. This accident left her paralyzed from the waist down.

Hill knew her dance career would have to be put on hold while she healed. However, she never wavered from her commitment to her dream. Two years after her accident, she formed a dance troupe of women in wheelchairs. Her troupe was called the Rollettes. The Rollettes use their upper body to sway and rock to music. They also create their own choreography and swerve their wheelchairs to the beat of the music.

Even for Chelsie Hill, dancing with only her upper body was a challenge. She had to learn how to move her body differently. Now, she teaches other young women to dance like her.

Many members of the Rollettes talk about the friendships they have made by being a part of this troupe. They share their experiences of living life in a wheelchair. They also connect over their love of dancing. The Rollettes mentor younger girls in wheelchairs and inspire audiences across the United States. Their performances raise money for spinal cord research.

In 2019, 175 girls and women from 10 different countries met up to participate in an annual summer camp hosted by the Rollettes. They took dance classes and participated in talent shows. Many of the attendees spoke about finding a community where they could fully be themselves.

Hill says, "When I'm performing, I still feel the same rush that I used to. And when I go on stage, I don't feel my chair. I don't feel different. I'm just dancing, and that's where my heart is." She hopes younger girls will be inspired by her story and be encouraged to never give up on their dreams.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. As a child, what did Chelsie Hill want to be?

- A. a professional swimmer
- B. a professional dancer
- C. a professional gymnast
- D. a professional skateboarder

2. What happened to Chelsie Hill just before she graduated from high school?

- A. She formed a dance troupe called the Rollettes and won a state dance competition.
- B. She went to a summer camp hosted by The Rollettes and felt accepted as herself.
- C. She performed a dance only using her upper body and got into her dream school.
- D. She got into a terrible car accident and became paralyzed from the waist down.

3. The Rollettes incorporate their wheelchairs into dance routines.

What evidence from the text supports this conclusion?

- A. "She danced throughout her childhood and went to dozens of dance competitions. She spent hours and hours after school perfecting her dance technique."
- B. "Hill says, 'When I'm performing, I still feel the same rush that I used to. And when I go on stage, I don't feel my chair. I don't feel different.'"
- C. "Only three months before Chelsie was going to graduate from high school, she got into a bad car accident. This accident left her paralyzed from the waist down."
- D. "The Rollettes use their upper body to sway and rock to music. They also create their own choreography and swerve their wheelchairs to the beat of the music."

4. According to the text, how does Chelsie Hill inspire girls and women in wheelchairs?

- A. By creating the Rollettes, Chelsie Hill shows others in wheelchairs that they can learn to dance and helps them find a community.
- B. Chelsie Hill hosts a camp every year where hundreds of people show up to share stories of how they have overcome their disabilities.
- C. The Rollettes are an award-winning tutoring group that helps people improve in the subjects they are struggling with, including dance.
- D. Chelsie Hill visits countries all over the world to teach people how to drive safely and avoid car accidents where people can get hurt.

5. What is the main idea of this text?

- A. Chelsie Hill is a professional dancer who went to a top dance school after college and performed as the lead ballerina for the Rollettes dance troupe throughout her career.
- B. Chelsie Hill is a professional dancer who created the Rollettes dance troupe after she became paralyzed and continues to inspire girls and women in wheelchairs to dance.
- C. Chelsie Hill is a professional dancer who was born paralyzed from the waist down but spent her whole life finding ways to dance in a wheelchair until she was successful.
- D. Chelsie Hill is a professional dancer who was unable to continue dancing after she was paralyzed in a bad car accident but she continues to teach dance to girls and women.

6. Read the following sentences.

"Many members of the Rollettes talk about the friendships they have made by being a part of this troupe. They share their experiences of living life in a wheelchair. They also connect over their love of dancing. The Rollettes **mentor** younger girls in wheelchairs and inspire audiences across the United States."

As used in this sentence/excerpt, what does the word **mentor** most closely mean?

- A. compare
- B. promise
- C. support
- D. count

7. Choose the answer that best completes the sentence below.

After her car accident, Chelsie Hill had to take a break from dancing while she healed, but \_\_\_\_\_, she formed the Rollettes.

- A. eventually
- B. previously
- C. primarily
- D. second

8. Why did many of the participants who attended the summer camp hosted by the Rollettes feel like they could fully be themselves?

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9. How might a mentor from the Rollettes help a young girl in a wheelchair? Use evidence from the text to support your answer.

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10. How do the Rollettes build community through dance? Use evidence from the text to support your answer.

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