At the Toy Store

Elena and Jorge own a toy store. Every day they sell toys. They must also order new toys to replace the ones they sell. They use math strategies to solve problems about the toy store.

1. The table shows how many toys Elena and Jorge sold over 3 months. Use the data to solve the problems.

<table>
<thead>
<tr>
<th>Toys Sold</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Month</td>
<td>Number</td>
</tr>
<tr>
<td>April</td>
<td>172</td>
</tr>
<tr>
<td>May</td>
<td>317</td>
</tr>
<tr>
<td>June</td>
<td>243</td>
</tr>
</tbody>
</table>

a. Elena wants to find how many toys were sold in April and May. Estimate. Then add to find the sum. Describe the strategies you used. Show your work.

b. Jorge wants to find how many more toys were sold in April and May than in June. Estimate. Then subtract to find the difference. Choose a strategy and solve. Show your work.
2. The table shows how many stuffed animals Elena and Jorge sold in one week. Use the data to solve the problems.

<table>
<thead>
<tr>
<th>Stuffed Animals Sold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal</td>
</tr>
<tr>
<td>Elephant</td>
</tr>
<tr>
<td>Lion</td>
</tr>
<tr>
<td>Giraffe</td>
</tr>
<tr>
<td>Zebra</td>
</tr>
</tbody>
</table>

a. Use the data to make a picture graph. Think of a key you will use.

Key: Each ___ = ___ animals.

b. Use the data to make a bar graph. Use a different key than in the picture graph.
3. Elena displays boxes of games on 4 shelves. She puts 6 games onto each shelf. How many games does Elena display? Choose a strategy to solve. Describe your strategy. Show your work.

4. Jorge opens a box of new action figures. The box has 6 rows with 5 action figures in each row.
   a. Show how Jorge can use an array and the Distributive Property to find how many action figures are in the box.
   b. The toy store has a total of 7 boxes of action figures. Each box holds the same number of figures as in 4a above. Show how Jorge can use the break apart strategy or a quick picture to find how many action figures in all. Remember: You break apart 20 as 10 + 10.
5. Jorge makes a table to show how many kinds of outdoor toys he has. Use the table to answer the questions.

<table>
<thead>
<tr>
<th>Outdoor Toys</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kind of Toy</td>
<td>Number</td>
</tr>
<tr>
<td>Airplanes</td>
<td>18</td>
</tr>
<tr>
<td>Yoyos</td>
<td>48</td>
</tr>
<tr>
<td>Rockets</td>
<td>27</td>
</tr>
</tbody>
</table>

a. Jorge wants to put equal groups of rockets into 3 baskets. How many rockets will go in each basket? Draw a picture to solve. Show your work. Then write a related multiplication fact.

b. Use the information in the chart to find how many yoyos are in the store. Yoyos come in packages of 8. Elena sells 2 packages. How many yoyos does Elena have now? Show how you solved the problem.

c. How can Elena arrange the yoyos she has now so they are in equal groups? Describe the strategy you will use to solve. Show your work. Then write a division sentence and a related multiplication sentence.
A Barbeque

The community center is having a barbeque. Many people bring food and games to the barbeque. Use your knowledge of fractions to solve the problems.

1. Zach’s family brings a large sandwich to the picnic. They cut the sandwich into 8 equal parts. Four people each take one piece of the sandwich.
   
a. Draw a picture to show the sandwich. Shade the parts that were eaten.

   b. Write a fraction to show how much of the sandwich was eaten.

   c. Draw another sandwich cut into 4 equal parts. Shade the sandwich to show an equivalent fraction to the sandwich Zach’s family brought to the picnic.

   d. Then write a pair of equivalent fractions for the sandwiches.
2. Mrs. Lin brings 6 trays of hamburger buns to the picnic.
   \(\frac{3}{6}\) of the trays have wheat buns.
   
a. How many of the trays have wheat buns? Draw a diagram to solve the problem.

b. Write a pair of equivalent fractions for the diagram that you drew. Explain why the fractions are equivalent.

3. Mr. Sanchez brings a tray of 6 granola bars to the barbeque. The bars are equal-size pieces. Four people share each of the bars equally.
   
a. Explain how they could divide all the bars so each person gets the same amount. Draw pictures to show your thinking.

b. Suppose the four people only eat 4 equal-size pieces of granola bars. Compare the number of granola bars that were eaten with the number of bars not eaten. Write a fraction sentence. Use \(>\), \(<\), or \(=\).
4. William and Cassie bring pies to the barbeque. They cut them into different parts and serve them.

   a. The table shows the parts of pie people ate. Shade each pie to show what was eaten. Then write the fraction.

<table>
<thead>
<tr>
<th>three sixths</th>
<th>four eighths</th>
<th>three fourths</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Three sixths" /></td>
<td><img src="image" alt="Four eighths" /></td>
<td><img src="image" alt="Three fourths" /></td>
</tr>
</tbody>
</table>

   b. Look at the pies you shaded. Which two show equivalent fractions? Write a pair of equivalent fractions.

   c. Which two fractions have the same numerator? Compare the fractions. Write a sentence using > or <.

   d. Look at the fraction you drew for four-eighths. Write a fraction that is greater. Write a fraction that is less. Then write the fractions in order from least to greatest.
5. Milos brings 12 hamburgers to the picnic. He puts cheese on 4 hamburgers.
   a. Draw to show the fraction. Write two equivalent fractions. Explain why they are equivalent fractions.

b. Milos says that $\frac{3}{4}$ of the hamburgers have cheese. Explain why Milos is correct or incorrect.

6. There is a track next to the barbecue area. The track is $\frac{3}{4}$ mile long. A group of students have a relay race. They run back and forth on the track 4 times.
   a. Draw a number line to show how many miles the students ran. Use 0 and 1 as points on your number line. Divide the number line into equal parts to solve the problem. Then write an equivalent fraction.

b. Suppose the students ran the track 8 more times. Write a fraction to show how many miles they ran.
At the Beach

Solve the problems below using what you know about time, measurement, and geometric shapes.

1. Dasha’s family goes to the beach. The clocks show the times the family drives in the morning, has lunch, and leaves the beach.

   a. Write the times using A.M. and P.M.

<table>
<thead>
<tr>
<th>Morning</th>
<th>Lunch</th>
<th>Afternoon</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Clock" /></td>
<td><img src="image2.png" alt="Clock" /></td>
<td><img src="image3.png" alt="Clock" /></td>
</tr>
</tbody>
</table>

   b. After leaving the beach, the family gets to the boardwalk at 3:58. How long did it take them to get there? Use a number line to solve.
1. Break apart the rectangle. Use the Distributive Property to solve the area of the bandstand. Show your work.

2. What is the perimeter of the bandstand? Write a number sentence to solve.

3. The boardwalk at the beach has a new bandstand. The diagram shows the shape of the bandstand. Each unit square is one square meter. Use the diagram to solve.

4. Suppose Dashia has 27 grams of sand in the bucket and 16 grams of shells. Write an equation to solve.

5. 2 smaller pails will hold all of the water in one bucket.

6. How much water will each small pail hold? Draw a picture. Label how much each small pail holds. Each small pail does not need to hold the same amount of water.

7. How many liters of water does she use? Write an equation to solve.

8. While at the beach, Dashia uses this bucket to make sand castles.
4. Workers on the boardwalk are building a new fence around the kiddie ride shown in the diagram. They need 45 feet of fencing. What is the length of the unknown side? Show your work.

5. A new arcade on the boardwalk will have an area of 18 square meters in the shape of a rectangle.
   a. Draw two ways that the arcade could be shaped.

   b. Are the perimeters of the arcades the same? Explain your answer.
6. Dasha finds these shells on the beach. Measure each shell to the nearest fourth inch. Then complete the line plot.
Making Quilts

The third grade art class is making a quilt. Solve the problems below using what you know about geometric shapes.

1. Carly wants to make a block print for the quilt. She wants to draw a closed shape with 5 sides and two right angles. Draw the shape. Label the right angles. Name the shape.

   a. How many angles in the shape are greater than a right angle? ______________
   b. How many angles in the shape are less than a right angle? ______________
   c. How many pairs of perpendicular sides did you draw? ______________
   d. How many pairs of parallel sides did you draw? ______________
   e. Did you draw any intersecting line segments? Explain.

2. Carly wants to change the shape to make a hexagon. Explain how she can change the shape.
3. Darnell makes this block print for the quilt. Study the shapes of the pieces of his design.

![Block Print Diagram]

a. How many shapes have right angles? ____________________

b. How many shapes have perpendicular sides? ____________________

c. Put a T on the trapezoids with only 1 pair of opposite sides parallel. Are the trapezoids also quadrilaterals? Explain. ____________________

d. Put an H on the hexagons. Are the hexagons also quadrilaterals? Explain. ____________________

e. Classify the shapes. Complete the chart to show how many there are of each shape.

<table>
<thead>
<tr>
<th>Triangles</th>
<th>Quadrilaterals</th>
<th>Rhombuses</th>
<th>Pentagons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Ricky makes a design for the quilt. The shape is a quadrilateral that is not a square. It has 4 sides that are of equal length. Draw the quadrilateral on the grid. Name the shape. ____________________
5. Draw six shapes to put on the quilt. Classify them using a Venn diagram. Draw two shapes in each part of the diagram.

Polygons with Perpendicular Sides

Polygons with Parallel Sides
6. The diagram below shows the parts of the quilt that are completed.
   a. Divide the shape into parts with equal area. Write the area of each part as a unit fraction.

   ![Diagram of a quilt](image)

   b. Suppose you wanted to find the area of the quilt that is complete. How can you use the parts to find the area? Explain.

   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

7. Sara makes this hexagon. Draw to show how she can divide the shape into 3 rhombuses with equal area. Write the area of each part as a unit fraction.

   ![Diagram of a hexagon](image)
In the Kitchen

Rana and Yoshi are cooking food for a party. They need to cut up the food so people can share.

1. Yoshi makes 3 small pepperoni pizzas. There are 4 people who will share the pizzas. Draw a picture to show how much each person will get. Explain your answer.

2. Rana makes a large vegetable pizza. She cuts the pie into 8 equal parts. Three people each eat a slice of the pie.
   a. Draw a picture to show the pie. Shade the missing parts.
   b. Write a fraction to show how much of the pie is left.
3. Yoshi makes a large sandwich. He cuts the sandwich into 8 equal parts. He wants to put \( \frac{3}{8} \) of the sandwich on a plate. How many pieces of the sandwich does he need? Draw a number line to solve the problem. Then write your answer.

4. Rana puts 12 pieces of fruit in a bowl. \( \frac{1}{4} \) of the fruit pieces are apples.
   a. Draw a fraction strip to show how many apple pieces are in the bowl.

   b. Write a fraction to show how many pieces are apples.

5. Yoshi and Rana serve muffins. There are 3 muffins with nuts. \( \frac{1}{6} \) of the muffins have nuts.
   a. How many muffins do they serve in all? Draw a number line to solve. Explain how you solved the problem.

   ____________________________

   ____________________________

   ____________________________

   ____________________________

   ____________________________

   b. Write a fraction to show how many muffins do not have nuts.

   ____________________________
Standing out in the Herd
An orphaned giraffe finds a new family among cattle
By Cecil Dzwowa
2016

In this informational text, Cecil Dzwowa describes how a giraffe named Toro finds a surprising new family. As you read, take notes on how the cows treat Toro.

For a cattle herder¹ in Africa, the hardest part of the job is searching for cows lost in the bush.² But for 21-year-old Andrew, a herder at a farm in Zimbabwe, the herd is easy to find. Once he spots Toro, he knows the rest of the herd is nearby.

That's because Toro ("tall one" in the Shona language) is not an ordinary member of the herd. He's a giraffe.

Toro's unusual situation came about after his mother was killed by lions in a nearby game park.³ Toro survived the attack, but he was left with no one to protect him or give him milk. The young giraffe might have become a meal for lions or hyenas. He was also at risk of starving. But about two days later, some herders spotted and rescued him.

Andrew saw the giraffe shortly after the animal's rescue. "He looked very hungry and sick," Andrew said. "He really needed some help."

Toro's New Family

Help was on its way. With the permission of the Department of Wildlife, the herders moved Toro to a farm close to his original territory. A new herd awaited him — a herd of cattle instead of giraffes.

As the only wild animal in the herd, Toro received special attention. He was fed milk from a bottle, and veterinarians gave him regular checkups. And who was watched most attentively by the herders? The tall one, of course.

Since giraffes and cattle are both plant-eating animals that live in groups, their behaviors are much the same. Toro was accepted into the herd and wandered among the cattle as they grazed.⁴

1. a person who cares for or drives herds of cattle
2. a stretch of land covered with wild vegetation or plant life
3. a large area of land where animals live safely or are hunted in a controlled way for sport
4. to eat grass in a field
Peace-Loving Member

Toro didn’t always behave like the other members of his new herd. Like many kinds of animals, cattle compete for dominance. Standing more than 13 feet tall, Toro was more than three times taller than the biggest bull. But Toro never tried to be “the boss.”

“He was mostly interested in their company,” Andrew told me. “He sometimes leaves the grazing cows to browse on his own, but he is always quick to return to the herd.”

Soon, Toro had adjusted to the cattle lifestyle. Instead of feeding only on leaves, as giraffes do in the wild, he added dry cornstalks to his diet. Like the cattle, he can now also respond to the herders’ commands, such as “move” and “stop.”

At night, Toro joins the rest of the cattle in the kraal, a wooden enclosure in which cattle are sheltered. When the herd enters the kraal, the cows and bulls push and shove. They sometimes get so aggressive that they even gore one another for the right-of-way at the gate.

“But thanks to his height, Toro does not need to join the stampede,” said Vengai, Andrew’s assistant. “He just lifts his long front legs effortlessly over the wooden poles, and he will be in.”

Above the Crowd

Toro has benefited from living with the cattle, but his presence is good for them, too. In hot weather, cattle rest in the shade under his belly. And because of his height, Toro can spot lions, hyenas, and other predators long before they come close to the herd.

The herd is not always peaceful. Fights sometimes break out among the bulls. But the cattle usually leave Toro out of their disagreements.

Even if a bull did confront Toro, the giraffe would not be an easy target. Giraffes can deliver devastating kicks and have been known to cause permanent injuries even to lions. In Andrew’s herd, the cattle seem to know this.

I asked a game ranger named Munetsi if Toro would ever be returned to the wild. The answer was no. “In the wild, he would find it difficult to be accepted into another herd or defend himself from predators,” Munetsi said. “He seems very much at home and respected among the cows.”

5. Dominance (noun): power and influence over others
6. to pierce or stab with a horn or tusk
7. Devastating (adjective): causing serious damage
Text-Dependent Questions

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

1. PART A: Which statement best expresses the main idea of the text?
   A. Giraffes are generally gentle creatures that get along with all animals.
   B. Toro became an important member of the herd, despite being a different species.
   C. Giraffes and cows have more in common than most animals.
   D. Toro would never have been strong enough to survive in the wild.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. “He was also at risk of starving. But about two days later, some herders spotted and rescued him.” (Paragraph 3)
   B. “Since giraffes and cattle are both plant-eating animals that live in groups, their behaviors are much the same.” (Paragraph 7)
   C. “Toro has benefited from living with the cattle, but his presence is good for them, too. In hot weather, cattle rest in the shade under his belly.” (Paragraph 13)
   D. “In the wild, he would find it difficult to be accepted into another herd or defend himself from predators,” Munetsi said.” (Paragraph 15)

3. PART A: Which sentence best describes the relationship between Toro and the herd?
   A. Toro and the herd benefit from each other’s presence.
   B. Toro is considered the leader of the herd because of his size.
   C. The herd ignores Toro because he is different from them.
   D. Toro is constantly challenged for dominance by the herd.

4. PART B: Which TWO details from the text best support the answer to Part A?
   A. “Toro was accepted into the herd and wandered among the cattle as they grazed.” (Paragraph 7)
   B. “Toro didn’t always behave like the other members of his new herd. Like many kinds of animals, cattle compete for dominance.” (Paragraph 8)
   C. “But thanks to his height, Toro does not need to join the stampede,” said Vengai, Andrew’s assistant.” (Paragraph 12)
   D. “And because of his height, Toro can spot lions, hyenas, and other predators long before they come close to the herd.” (Paragraph 13)
   E. “The herd is not always peaceful. Fights sometimes break out among the bulls. But the cattle usually leave Toro out of their disagreements.” (Paragraph 14)
   F. “In the wild, he would find it difficult to be accepted into another herd or defend himself from predators” (Paragraph 16)
5. How does the section "Peace-Loving Member" (Paragraphs 8-12) contribute to the development of ideas in the text? Use evidence from the text to support your response.
Standing out in the Herd

Written Responses

Directions: Write 1-2 paragraphs in response to each prompt below. Be sure you write in complete sentences and use correct punctuation.

Prompt #1:
In the text, Toro joins a herd of cows. Do you think the cows consider Toro to be part of their family? Be sure to use evidence from the text to support your response.

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Prompt #2:
Toro will most likely never be reintroduced into the wild because he would not be able to survive without his herd. How does love from a herd have the power to change us?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
Soccer Speaks Many Languages
By Dianna Geers
2008

Innocent Ndayizeye is a refugee, meaning that he was forced to leave his home country because it was no longer safe to live there. In this informational text, Dianna Geers discusses Innocent's love for playing soccer while living in a refugee camp and after he relocates to America. As you read, take notes on how soccer helped Innocent make friends, no matter where he was.

[1] Innocent Ndayizeye scrunched an old plastic bag into a tiny clump, tied it with string, and stuffed it into another plastic bag. He continued doing this until the crumpled bags became large enough to be the ball for a football game with his friends. For goalposts, the boys took off their shirts and laid them on the parched land.

A Sport for Everyone

Innocent and his friends lived in the Mkugwa refugee camp in Tanzania. The children formed football teams, had competitions, and played at every chance.

The refugee families in the camp were separated based on ethnicity — the Tutsis in one section, the Hutus in another, and the families with both Tutsis and Hutus in their own section. This was because the Tutsis and Hutus were fighting each other in a civil war. Despite this, all of the children played together.

"We didn't worry if the other kids were Tutsis or Hutus," recalls Innocent. "We just thought of them as our friends." Playing football gave all the children a common bond.

Life in a Refugee Camp

Refugee camps such as Mkugwa exist around the world. They are places where groups of people live when their homeland is unsafe because of natural disaster, famine or war. When people flee their country to escape persecution or violence, they are called refugees. International laws protect them.

1. The author is referring to soccer as football in many other parts of the world.
2. an East African country
3. Ethnicity (noun): a state of belonging to a group that has a common national or cultural tradition
4. Famine (noun): extreme shortage of food
5. Persecution (noun): cruel or unfair treatment, especially because of race or political or religious beliefs
When Innocent was four years old, he and his family left their home country of Burundi. The civil war had made it too dangerous to stay there. They walked until they reached the Mkugwa refugee camp. Innocent's dad built a two-room house for his family out of mud and sticks that they gathered.

Since Innocent’s family had left many of their belongings behind, they needed food and clothing. People from around the world donated these items to the refugee camp. If it weren't for such help from others, "I would probably not be alive today," Innocent says.

Innocent's parents lined up once a month to receive food and clothing for the family. They cooked their food on a wood fire outside of their house. Most of the time, all they had was rice.

While living in the camp, Innocent's dad fixed radios and helped build mud homes for other refugees. Innocent's mother worked as a nurse, helping to care for the sick. Innocent went to school in the camp. His favorite part was recess, when he would play football.

Moving to America

After five years of living in the refugee camp, Innocent's family moved to the United States with the help of a charitable organization. When they reached the United States, Innocent's family went first to Kentucky and then to Iowa.

Everyone in Innocent's family spoke Kirundi and French, but not English. A church group was helping them, and a few of its members began to teach them English. They also helped Innocent's family set up an apartment, buy groceries, and enroll the children in school.

Friendship Through Soccer

Innocent was nine when he began school in Cedar Rapids, Iowa. He knew none of the other kids, and he didn't speak the language of his classmates very well. At recess, though, there was something he understood. Kids played his favorite game, but in the United States they called it soccer instead of football. Through soccer, Innocent made friends. They helped him learn English words and American games. Innocent found that people everywhere can be friendly and helpful. It didn't matter if they spoke a different language or were from a different place.

A Bright Future

Over the years, Innocent's family has adjusted to life in America. Now an American citizen and a freshman at Iowa State University, Innocent gets good grades and speaks English fluently. He earned a scholarship, and he is majoring in construction engineering so that he can learn to build houses, as his father did. He plays American football, basketball, and — you guessed it — soccer.

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6. a country in East Africa that suffered a civil war from 1993 to 2006
7. able to speak or write easily
8. a payment made to support a student's education
Innocent has played soccer for as long as he can remember, and it has helped him in many ways. The game brought him together with children from different backgrounds while he lived in a refugee camp. It helped him feel at home when he was a new arrival in America. And through the opportunities it has created for him, it is helping him to fulfill his dreams.
Text-Dependent Questions

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

1. **PART A**: Which statement identifies the central idea of the text?
   A. Playing sports can help people develop necessary life skills.
   B. No matter where you go in the world, all sports are the same.
   C. Sports can bring people together, despite all of their differences.
   D. Remaining physically active is important to being happy and healthy.

2. **PART B**: Which detail from the text best supports the answer to Part A?
   A. "Innocent Ndayizeye scrunched an old plastic bag into a tiny clump, tied it with string, and stuffed it into another plastic bag." (Paragraph 1)
   B. "Innocent went to school in the camp. His favorite part was recess, when he would play football." (Paragraph 9)
   C. "Through soccer, Innocent made friends. They helped him learn English words and American games. Innocent found that people everywhere can be friendly and helpful." (Paragraph 12)
   D. "And through the opportunities it has created for him, it is helping him to fulfill his dreams." (Paragraph 14)

3. **PART A**: Which of the following describes the kids at the Mkugwa refugee camp?
   A. They are accepting and supportive of one another.
   B. They are discouraged from their experiences as refugees.
   C. They are cold and exclusive towards one another.
   D. They are unable to relax and have fun like other kids.

4. **PART B**: Which quote from the text best supports the answer to Part A?
   A. "He continued doing this until the crumpled bags became large enough to be the ball for a football game with his friends." (Paragraph 1)
   B. "The children formed football teams, had competitions, and played at every chance." (Paragraph 2)
   C. "The refugee families in the camp were separated based on ethnicity — the Tutsis in one section, the Hutus in another" (Paragraph 3)
   D. "We didn't worry if the other kids were Tutsis or Hutus, recalls Innocent. We just thought of them as our friends." (Paragraph 4)
Soccer Speaks Many Languages

Written Responses

Directions. Write 1-2 paragraphs in response to each prompt below. Be sure you write in complete sentences and use correct punctuation.

Prompt #1:
How do you think Innocent was able to make friends at the refugee camp in and in America, despite the differences between him and the other kids? Do you think there are some things that people need to have in common in order to be good friends? Be sure to use evidence from the text to support your response.

Prompt #2
Innocent encountered many obstacles as a refugee and moving to a new country. How do you think playing soccer helped him overcome these obstacles? Be sure to provide evidence from the text to support your response.
Two Famous Friends
By Jean K. Potratz
2016

John Adams and Thomas Jefferson were the second and third Presidents of the United States of America, respectively. They were also among the Founding Fathers who helped draft the Declaration of Independence. But despite everything they had in common, they had several disagreements throughout their lives. As you read, take notes on the issues that Jefferson and Adams disagreed.

Did you ever have an argument with a friend? Did you stop being friends? Forever? Or after a while were you friends again?

Two famous friends who had their ups and downs were John Adams and Thomas Jefferson. They met in 1775 when they both served in the First Continental Congress.[1] A strong bond grew between them as they worked on the Declaration of Independence. After the end of the Revolutionary War[2] they were both sent to France, to serve their country by making trade treaties.[3]

When Adams was then sent to London, the two men wrote to each other. Jefferson's letters expressed his "sincere esteem[4] and respect" for Adams. When Jefferson visited the Adamses in London in 1786, Adams's wife, Abigail, wrote to her sister that Jefferson was "one of the choice[5] ones of the earth."

But in 1789 the two friends disagreed over the revolution in France. Jefferson supported it, but Adams was not so sure.

They also disagreed about the role of government in their own new nation. Adams, a Federalist, wanted a strong central government. Jefferson, a Republican, believed that states' rights were most important.

In the presidential election of 1796 Adams and Jefferson opposed each other. Adams won. Jefferson became vice president. But Jefferson wanted Adams to know that he didn't mind placing second in the election, and he told him, "I have no ambition[6] to govern men."

Only two years later, however, their friendship was strained when Adams imprisoned editors and publishers who spoke out against the government. Citizens' First Amendment rights[7] were being violated, Jefferson stated. He called Adams a traitor to the Revolution.
Adams, Jefferson, and the Second Continental Congress

Jefferson defeated Adams in the next election. Jefferson told Dr. Benjamin Rush, a friend of both Jefferson and Adams, about a conversation he had had with Adams before the result of the election was known.

Adams had said, "Well, I understand that you are to beat me in this contest, and I will only say that I will be as faithful a subject[8] as any you will have."

Jefferson had replied, "Mr. Adams, this is no personal contest between you and me. Two systems of government divide our fellow citizens into two parties. With one of these you concur,[9] and I with the other." And Adams had agreed.

It seemed that the two men had put away hostilities.[10] But before Jefferson took office, Adams quickly used a new law to appoint several judges. Then, hurt by his defeat in the election, he went home to Massachusetts, missing Jefferson's inauguration.[11]

Immediately President Jefferson pardoned[12] everyone jailed by Adams. And since he felt that Adams's appointment of judges was a personal attack, Jefferson had the new law repealed.[13] This meant that Adams's son, John Quincy Adams, lost his post. Both Adams and his wife Abigail blamed Jefferson.

Jefferson and Adams wrote several more letters, but they were filled with hurt. To halt more harsh words, they stopped writing.

Dr. Rush called the rift[14] between Jefferson and Adams "a national misfortune." After all, the two men were symbols of American independence.

Then in October 1809 Dr. Rush claimed to have had a dream: Jefferson and Adams would renew their friendship, and be "sunk into the grave nearly at the same time." He encouraged both men to begin writing to each other again. Finally, on New Year's Day in 1812, Adams wrote a note to Jefferson and sent him two volumes published by his son. Jefferson responded in a letter dated January 21.

From then on, for fourteen years, the two old friends wrote back and forth, discussing natural science, history, architecture, religion, art, and agriculture.

As Dr. Rush said he had dreamed, Jefferson and Adams died within hours of each other. That was on July 4, 1826, fifty years to the day after approval of the Declaration of Independence.

Upon renewing their friendship, Jefferson had written to Adams, "We were fellow laborers in the same cause... Still we did not expect to be without rubs and difficulties; and we had them."

Many friends have problems. But theirs were surely greater than ours. For when Jefferson and Adams did not agree, the whole country lined up behind the one or the other. Even so, their respect for each other brought them back together.
Text-Dependent Questions

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

1. PART A: Which statement best expresses the main idea of the text?
   A. Like many friends, Jefferson and Adams disagreed, but their disagreements often had political results.
   B. While Jefferson and Adams often disagreed, they kept their personal disagreements from affecting their political decisions.
   C. The problems over the years between Jefferson and Adams are proof that even the best friends are allowed to fight occasionally.
   D. The United States would have likely been stronger if Jefferson and Adams had agreed on more political issues.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. "Adams had said, 'Well, I understand that you are to beat me in this contest, and I will only say that I will be as faithful a subject as any you will have.'" (Paragraph 9)
   B. "Mr. Adams, this is no personal contest between you and me. Two systems of government divide our fellow citizens into two parties. With one of these you concur, and I with the other." (Paragraph 10)
   C. "And since he felt that Adams's appointment of judges was a personal attack, Jefferson had the new law repealed. This meant that Adams's son, John Quincy Adams, lost his post." (Paragraph 12)
   D. "Dr. Rush called the rift between Jefferson and Adams 'a national misfortune.' After all, the two men were symbols of American independence." (Paragraph 14)

3. Which statement best captures the author's purpose in the text?
   A. The article shows how Jefferson and Adams' disagreements negatively impacted both their friendship and America.
   B. The article encourages readers to resolve whatever problems they might have with a close friend.
   C. The article illustrates how difficult it is to maintain close relations with people of opposing views.
   D. The article emphasizes that true friendship can survive extreme disagreement, like the one between Jefferson and Adams.

4. PART B: Which detail from the text best supports the answer to Part A?
   A. "Adams had said, 'Well, I understand that you are to beat me in this contest, and I will only say that I will be as faithful a subject as any you will have.'" (Paragraph 9)
   B. "Jefferson and Adams wrote several more letters, but they were filled with hurt. To halt more harsh words, they stopped writing." (Paragraph 13)
   C. "Jefferson had written to Adams, 'We were fellow laborers in the same cause... Still we did not expect to be without rubs and difficulties; and we had them.'" (Paragraph 14)
   D. "Many friends have problems. But theirs were surely greater than ours...Even so, their respect for each other brought them back together." (Paragraph 19)
5. Explain the connection between Jefferson and Adams' issues and their political decisions. Cite evidence from the article in your response.
Two Famous Friends
Written Responses

Directions: Write 1-2 paragraphs in response to each prompt below. Be sure you write in complete sentences and use correct punctuation.

Prompt #1:
Throughout their friendship, Thomas Jefferson and John Adams often stood on opposing sides of political debates despite their personal friendship. How is Jefferson's and Adams' ability to disagree with each other an important part of American democracy? Be sure to use evidence from the text to support your response.

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Prompt #2:
The author describes Jefferson and Adam as having a rocky relationship. Would you consider them to be friends, despite the long break they took from keeping in touch? Be sure to provide evidence from the text to support your response.

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Ataka
A Young Desert Girl
By Victor Englebert
2016

Victor Englebert has written for Highlights. In this informational text, Englebert describes Ataka’s experiences living in the Sahara Desert with her family. As you read, take notes on what challenges the desert presents Ataka and her family.

The Day Begins

[1] In Africa’s Sahara, a soft light shines on the leather tents of three Tuareg brothers. Twelve baby camels tethered to short wooden stakes are resting with open eyes. As the sky pales in the east, they start moaning, craving milk.

The January dawn air is cold. In one tent, nine-year-old Ataka is wrapped tightly in her blanket. But she wakes up and follows her grandmother and aunt Maunem outside to pray. As Muslims, they pray five times a day, first before sunrise and last after sunset.

Ataka’s mother died when Ataka was a baby. Her father, Bukush, raised her — much of the time on camelback. They share their tent with his mother and unmarried sister.

But Bukush is not here today. Neither are his two brothers, Amud and Taleb. Days before, Bukush rode his camel south to the town of In Gall in Niger. 100 miles away. There he will buy millet, a cereal that the Tuareg soak in camel milk and eat twice a day. His brothers are tending the family’s camels that are grazing in distant pastures — no more than scattered blades of grass and small, thorny acacia trees.

[5] Unlike many Muslim women, Tuareg women do not cover their faces. It is the men who wear a tagelmust, or veil, wrapped around their heads and faces leaving only their eyes visible. Sometimes the veil is made of an indigo-dyed fabric from northern Nigeria. The dye on this expensive material, also used for robes, tends to come off on the skin, earning the Tuareg the name “The Blue People.”

The sun rises as Uncle Amud drives in the she-camels. Quickly, Ataka’s younger cousins, Adambo and Mohammed, help Amud tie them up, and everyone helps to milk them. After the baby camels have nursed, the family sits around a fire to drink their breakfast of milk.

1. to eat grass in a field
While Amud rests from a sleepless night, Adambo and Mohammed drive the she-camels back to a
closer pasture.

Ataka moves to an upturned wooden mortar\(^2\) outside her tent and quietly spins wool. Later, she and
Lalla, her nine-year-old cousin, collect dry camel dung to fuel the family’s fire. Wood is scarce\(^3\) in the
desert. Another cousin, fourteen-year-old Raisha, pounds millet nearby. Ataka’s aunts are busy with
other tasks.

**Sandstorms in the Desert**

At noon, the intense heat trims the horizon with mirages\(^4\) that look like puddles and ponds. There is
hardly any shade outside the tents.

Adambo and Mohammed ride back to camp for a lunch of millet porridge. Nomads\(^5\) rarely eat meat.
They save their animals to sell or barter\(^6\) for millet, clothes, and other necessities.

Within minutes, a great wind sweeps over the desert. The horizon disappears as the earth and sky
come together. A sky-high yellow wall of sand moves rapidly toward the encampment. Soon it will be
hard to see. Ataka and her family calmly move inside and pull blankets over their heads and bodies.
Sand quickly gets into their eyes, noses, and ears.

After sunset — and the sandstorm — and after the last milking, millet porridge, and two prayers, Uncle
Amud saddles up. Under a clear sky, he herds the milk camels back to the distant pasture for the night.

**Moving Camp**

One day, Uncle Taleb returns with the family’s main herd of 47 camels. His daughter Raisha
immediately serves him water and lights a fire to cook millet for him while he plays with the children.
For several days, he had nothing to drink and eat but milk.

"The camels ran out of pasture," Taleb declares. "We’ll move camp tomorrow."

Next day, the Tuareg break camp. They load their pack camels and donkeys. And they ride their
saddled camels without looking back. Ataka and her family move every three or four weeks.

Once they are settled again, some of the women and children ride the donkeys to a distant well. They
fill their goatskin bags with water to last a few days. Ataka and her family also go to the well to water
their herds. They never settle near a well. Instead they camp a couple of hours’ walk away to protect
their privacy.

At last Bukush returns, and Ataka gives him a warm welcome. He brought her a silver bracelet.

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2. a deep bowl used for things to be crushed or ground in
3. **Scarce** (adjective): very small in amount or number
4. an illusion that usually occurs in the desert
5. a member of a people who have no permanent home
6. **Barter** (verb): to trade goods and services without using money
That evening, the family stays up late, drinking tea around the fire, laughing, singing, and playing. In an ancient game of hot potatoes, they throw each other glowing red embers from the fire, catching them with bare hands before quickly passing them on. They challenge each other with riddles. And Ataka laughs, her eyes glowing with love for a father who is now home.
Text-Dependent Questions

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

1. PART A: Which sentence describes the main idea of the text?
   A. Living in the desert negatively impacts Ataka and her family’s quality of life.
   B. Moving often makes it hard for Ataka to consider any place home.
   C. Ataka has an unusual way of life, but she is happy with it.
   D. Ataka wishes to move out of the desert, because of the dangers it presents.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. “Ataka’s mother died when Ataka was a baby. Her father, Bukush, raised her — much of the time on camelback.” (Paragraph 3)
   B. “Ataka and her family calmly move inside and pull blankets over their heads and bodies. Sand quickly gets into their eyes, noses, and ears.” (Paragraph 11)
   C. “Next day, the Tuareg break camp. They load their pack camels and donkeys. And they ride their saddled camels without looking back. Ataka and her family move every three or four weeks.” (Paragraph 15)
   D. “In an ancient game of hot potatoes, they throw each other glowing red embers from the fire, catching them with bare hands before quickly passing them on. They challenge each other with riddles. And Ataka laughs, her eyes glowing with love for a father who is now home.” (Paragraph 18)

3. PART A: Which statement best describes the relationship between Ataka and her father?
   A. Ataka looks forward to when her father comes home because they are very close.
   B. Ataka and her father are distant because he has to leave for work often.
   C. Ataka is not as close with her father as she is with the rest of her family.
   D. Ataka looks forward to her father’s visit because he brings her presents.

4. PART B: Which detail from the text best supports the answer to Part A?
   A. “Ataka’s mother died when Ataka was a baby. Her father, Bukush, raised her — much of the time on camelback.” (Paragraph 3)
   B. “The January dawn air is cold. In one tent, nine-year-old Ataka is wrapped tightly in her blanket. But she wakes up and follows her grandmother and aunt Maunem outside to pray.” (Paragraph 2)
   C. “But Bukush is not here today. Neither are his two brothers, Amud and Taleb. Days before, Bukush rode his camel south to the town of In Gall in Niger, 100 miles away.” (Paragraph 4)
   D. “They challenge each other with riddles. And Ataka laughs, her eyes glowing with love for a father who is now home.” (Paragraph 18)
5. How does the section "Sandstorms in the Desert" contribute to the text (Paragraphs 9-12)?
Ataka

Written Responses

Directions: Write 1-2 paragraphs in response to each prompt below. Be sure you write in complete sentences and use correct punctuation.

Prompt #1:
In the text, Ataka’s family is busy and constantly on the move. How do they take the time to appreciate each other and enjoy one another’s company? Be sure to use evidence from the text to support your response.

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Prompt #2:
How do you think Ataka’s lifestyle in the desert contributes to her identity? Be sure to provide evidence from the text to support your response.

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