

# Week 4.20.2020 Remote Learning Menu – Middle School

**Prioritize any work and activities assigned by your teachers in Canvas.** In Google Chrome, go to: [bit.ly/scsdclever](https://bit.ly/scsdclever)

Sign into Canvas using your SCSD username and password.

If you are not able to access Canvas, or you do not have any work in Canvas for a particular content area, then you can use this Daily Learning Playlist to guide your learning. Choose at least one activity each day from each content area that you had in your regular daily school schedule. Then add additional tasks that interest you or that you think are important for your own learning goals. **Your goal is to earn 50 points each day.**

Content	Task	Point Value	Work Notes – Keep a Log! Share your work with your teachers via Canvas or email!
ELA	<b>Read!</b> Week of 4/20: Read "Mother and Daughter" by Gary Soto 1. Read for key ideas and details or gist 2. Reread and take notes on what each characters' words and actions say about the relationship between them	20	<ul style="list-style-type: none"> <li>• How long did you read?</li> <li>• How did you annotate or take notes?</li> <li>• What was interesting or important?</li> </ul>
ELA	<b>Write!</b> Remember to use Claim-Evidence-Reasoning. Weekly Prompt 4/20: After reading "Mother and Daughter" by Gary Soto, reread the sentence, "the dye was falling from her dress like black tears" in paragraph 29. How does the simile contribute to the mood of the story? Use at least two details from the text to support your answer.	20	<ul style="list-style-type: none"> <li>• How long did you write?</li> <li>• Did you remember to use Claim-Evidence-Reasoning?</li> <li>• What was easy? What was hard?</li> </ul>
ELA	<b>View!</b> Watch Syracuse STEM @ Blodgett's own Ms. Root teach a lesson on "Mother and Daughter." You can watch it on WCNY Global Connect (Over the Air channel 24.3, Spectrum channel 1276, Verizon FiOS channel 468) airing at 3:30 on Monday, 4/20 and Wednesday, 4/22.	10	<ul style="list-style-type: none"> <li>• Did you watch the lesson episode?</li> <li>• How did you annotate your text or take notes? Try to remember your AVID Focused Note-Taking Processes!</li> </ul>
Math	<b>6<sup>th</sup> Grade Math!</b> Make a list of where you see positive and negative numbers in the real world.	20	<ul style="list-style-type: none"> <li>• How long did you work?</li> <li>• How do you know the relationships are proportional?</li> <li>• What was easy? What was hard?</li> </ul>
Math	<b>7<sup>th</sup> Grade Math!</b> Create a dot plot by rolling a number cube ten times. Don't have a number cube? Write the numbers 1-6 on separate pieces of paper and place them in an empty cup. Pick a piece of paper and record your result. Replace the paper back in the cup and repeat until you have 10 results. Create a dot plot. Calculate the mean and median of your data.	20	<ul style="list-style-type: none"> <li>• How long did you work?</li> <li>• What was easy? What was hard?</li> <li>• What questions do you have?</li> </ul>
Math	<b>8<sup>th</sup> Grade Math!</b> Create 9 task cards for simplifying expressions by using exponent rules. Provide the solutions on the back.	20	<ul style="list-style-type: none"> <li>• How long did you work?</li> <li>• Could you draw all 24 hours?</li> <li>• What was easy? What was hard?</li> </ul>
Math	<b>DreamBox!</b> Log into Clever, open DreamBox, and spend at least <b>20 minutes</b> working on DreamBox questions. Use the HELP features in DreamBox to support your work.	15	<ul style="list-style-type: none"> <li>• How many problems did you finish?</li> <li>• How successful were you?</li> <li>• What questions do you have?</li> </ul>

<b>Math</b>	<b>WCNY Lesson!</b> Attend the <b>WCNY</b> lesson for your course and complete the notes along with assigned practice. WCNY Math TV Schedule Grade 6: Unit 7, Tues. 9:30am-10:00am Grade 7: Unit 8, Wed. 9:30am-10:00am Grade 8: Unit 7, Thurs. 9:30am-10:00am Algebra 1: Intro to Quadratics, Fri. 9:30am-10:00am	<b>15</b>	<ul style="list-style-type: none"> <li>• How long did you work?</li> <li>• What did you work on?</li> <li>• How successful were you?</li> <li>• What questions do you have?</li> </ul>									
<b>Science 6<sup>th</sup> – 8<sup>th</sup></b>	<b>WCNY Lesson!</b> Attend the <b>WCNY</b> lesson. Complete the work below based on each lesson! <u>Monday April 20</u> 12pm-12:30pm TOPIC: 6 <sup>th</sup> Grade Science – History of Earth <u>Wednesday April 22</u> 12pm-12:30pm TOPIC: 7 <sup>th</sup> Grade Science- Engineering Process <u>Friday April 24</u> 12pm-12:30pm TOPIC: 8 <sup>th</sup> Grade Science- 6 <sup>th</sup> Grade Review	<b>50</b>	<ul style="list-style-type: none"> <li>• How long did you watch?</li> <li>• What did you learn?</li> <li>• What questions do you have?</li> <li>• Save or Share your daily learning log with your teacher.</li> </ul>									
<b>Science 6<sup>th</sup></b>	<u><b>History of Earth</b></u> <b>1. Create a Flip Book by Defining and drawing the movement of the plate by using arrows for each:</b> a. Divergent b. Subduction c. Convergent d. Transform <b>2. Plot the Natural Disaster on your plate tectonic map you completed last week.</b>	<b>15</b>	<ul style="list-style-type: none"> <li>• How long did you watch?</li> <li>• What did you learn?</li> <li>• What questions do you have?</li> <li>• Save or Share your daily learning log with your teacher.</li> </ul>									
<b>Science 7<sup>th</sup></b>	<u><b>What are the 7 STEPS of the Engineering Process?</b></u> 1. What is the ASK? 5.6 PTS 2. What is RESEARCH? 5.6 PTS 3. What is IMAGINE? 5.6 PTS 4. What is PLAN? 5.6 PTS 5. What is CREATE? 5.6 PTS 6. What is TEST? 5.6 PTS 7. What is IMPROVE? 5.6 PTS 8. What is COMMUNICATE RESULTS? 5.6 PTS	<b>15</b>	<ul style="list-style-type: none"> <li>• How long did you watch?</li> <li>• What did you learn?</li> <li>• What questions do you have?</li> <li>• Save or Share your daily learning log with your teacher.</li> </ul>									
<b>Science 8<sup>th</sup></b>	1. Draw a Poster representing Weathering- Erosion- Deposition 2. Define and Draw the following on the organizer below <table border="1" data-bbox="240 1478 1003 1661"> <thead> <tr> <th data-bbox="240 1478 493 1514">WEATHERING</th> <th data-bbox="498 1478 747 1514">EROSION</th> <th data-bbox="751 1478 1003 1514">DEPOSITION</th> </tr> </thead> <tbody> <tr> <td data-bbox="240 1520 493 1587"></td> <td data-bbox="498 1520 747 1587"></td> <td data-bbox="751 1520 1003 1587"></td> </tr> <tr> <td data-bbox="240 1593 493 1661"></td> <td data-bbox="498 1593 747 1661"></td> <td data-bbox="751 1593 1003 1661"></td> </tr> </tbody> </table> 3. What do you need to follow when you read a Rock Cycle Diagram? _____ 4. How many days does it take for the moon to complete ONE full cycle of phases? _____	WEATHERING	EROSION	DEPOSITION							<b>15</b>	<ul style="list-style-type: none"> <li>• How long did you watch?</li> <li>• What did you learn?</li> <li>• What questions do you have?</li> <li>• Save or Share your daily learning log with your teacher</li> </ul>
WEATHERING	EROSION	DEPOSITION										
<b>Social Studies</b>	<b>Think Like a Social Scientist!</b> Check your Social Studies Class on Canvas, OneNote or Learn at Home Packet for assignments from your teacher. Follow teacher directions and submit tasks accordingly.	<b>15</b>	<ul style="list-style-type: none"> <li>• How long did you work?</li> <li>• What did you work on?</li> <li>• How successful were you?</li> <li>• What questions do you have?</li> </ul>									

<b>Social Studies</b>	<b>Civic Participation!</b> Watch Taking Civic Action at Home on Global WCNY Channel on Fridays at 10:30 am. Then watch two different newscasts or research two different news articles on the same topic from two different news sources. Laterally analyze the sources and take civic action at home as described in the program. Submit your summary to your teacher.	5	<ul style="list-style-type: none"> <li>• How long did you work?</li> <li>• What did you focus on?</li> <li>• What did you learn?</li> <li>• What questions do you have?</li> </ul>
<b>Social Studies</b>	<b>Enhance Your Understanding:</b> Read the NEWSOLA article assigned by your teacher and follow directions by your teacher and submit tasks accordingly.	5	<ul style="list-style-type: none"> <li>• How long did you work?</li> <li>• Who did you learn about?</li> <li>• What was most interesting?</li> </ul>
<b>Health &amp; PE</b>	<p><b>Physical Fitness!</b> Exercise for at least 60 minutes each day. Get moving and get some fresh air if you can (remember to practice social distancing). Keep a fitness journal recording each of your exercises. Remember variety is key! How many different components of fitness (cardiovascular endurance, muscular strength, muscular endurance, flexibility) can you incorporate into your fitness plan?</p> <p>Remember to watch WCNY every day from 10:00-10:30 for more Health and Physical Education activities.</p>	10	<ul style="list-style-type: none"> <li>• What did you do?</li> <li>• Why did you choose this activity?</li> <li>• How did it make you feel?</li> </ul>
<b>Health &amp; PE</b>	<p><b>Self-Management!</b></p> <p>List the steps for proper hand washing and post near a sink at home. Draw or create a poster showing images that display proper handwashing techniques. Or, do a video of yourself sharing the steps with your family.</p>	5	<ul style="list-style-type: none"> <li>• How long did you work?</li> <li>• Why did you choose this activity?</li> <li>• What did you learn?</li> </ul>
<b>Art &amp; Music</b>	<p><b>Get creative!</b> Check your Art or Music class on Canvas for an assignment from your teacher. Follow their directions for task completion. Reach out for help as needed! If you don't have access to Canvas or there isn't an assignment, try the following:</p> <ul style="list-style-type: none"> <li>• Art: To celebrate Earth Day this week, go outside in your yard and draw a landscape that you see. Look around to find a view that is interesting to you. Draw this landscape with as much detail as possible. Please finish it with any art materials you have available such as watercolor, markers or color pencils. Share your work with a family member or a friend and with your teacher. Mark it in your learning log!</li> <li>• Music: To celebrate Earth Day this week, go outside in your yard and find materials that create sound. Create a musical song out of these found materials. Perform your song for a family member or a friend and share with your teacher! Mark it in your learning log!</li> </ul> <p><b>Instrumental Musicians:</b> Check-in with your band/orchestra teacher for assignments. Practice your instrument daily!!</p>	10	<ul style="list-style-type: none"> <li>• What did you work on?</li> <li>• How successful were you?</li> <li>• How did it make you feel?</li> </ul>

Grade 8 Unit 7: Exponents and Scientific Notation Practice Problems Lessons 1-8

1. Evaluate each expression:

a.  $2^5$

b.  $3^3$

c.  $4^3$

d.  $6^2$

e.  $\left(\frac{1}{2}\right)^4$

f.  $\left(\frac{1}{3}\right)^2$

2. Write each expression with a single exponent:

a.  $10^3 \cdot 10^9$

b.  $10 \cdot 10^4$

c.  $10^{10} \cdot 10^7$

d.  $10^3 \cdot 10^3$

e.  $10^5 \cdot 10^{12}$

f.  $10^6 \cdot 10^6 \cdot 10^6$

3. Write each expression with a single exponent:

a.  $(10^7)^2$

b.  $(10^9)^3$

c.  $(10^6)^3$

d.  $(10^2)^3$

e.  $(10^3)^2$

f.  $(10^5)^7$

4. An amoeba divides to form two amoebas after one hour. One hour later, each of the two amoebas divides to form two more. Every hour, each amoeba divides to form two more.

a. How many amoebas are there after 1 hour?

b. How many amoebas are there after 2 hours?

- c. Write an expression for the number of amoebas after 6 hours.
- d. Write an expression for the number of amoebas after 24 hours.
- e. Why might exponential notation be preferable to answer these questions?
5. Write with a single exponent: (ex:  $\frac{1}{10} \cdot \frac{1}{10} = 10^{-2}$ )
- a.  $\frac{1}{10} \cdot \frac{1}{10} \cdot \frac{1}{10}$
- b.  $\frac{1}{10} \cdot \frac{1}{10} \cdot \frac{1}{10} \cdot \frac{1}{10} \cdot \frac{1}{10} \cdot \frac{1}{10} \cdot \frac{1}{10}$
- c.  $(\frac{1}{10} \cdot \frac{1}{10} \cdot \frac{1}{10} \cdot \frac{1}{10})^2$
- d.  $(\frac{1}{10} \cdot \frac{1}{10} \cdot \frac{1}{10})^3$
- e.  $(10 \cdot 10 \cdot 10)^{-2}$
6. Priya says "I can figure out  $5^0$  by looking at other powers of 5.  $5^3$  is 125,  $5^2$  is 25, then  $5^1$  is 5."
- a. What pattern do you notice?
- b. If this pattern continues, what should be the value of  $5^0$ ? Explain how you know.
- c. If this pattern continues, what should be the value of  $5^{-1}$ ? Explain how you know.
7. Write each expression using a single exponent.
- a.  $\frac{5^3}{5^6}$
- b.  $(14^3)^6$
- c.  $8^3 \cdot 8^6$
- d.  $\frac{16^6}{16^3}$
- e.  $(21^3)^{-6}$
- f.
8. Noah says that  $2^4 \cdot 3^2 = 6^6$ . Tyler says that  $2^4 \cdot 4^2 = 16^2$ .
- a. Do you agree with Noah? Explain or show your reasoning.
- b. Do you agree with Tyler? Explain or show your reasoning.

# Mother and Daughter

By Gary Soto  
1990

Gary Soto is an American poet, novelist, and memoirist. In this short story, a young girl's mother doesn't have the money to buy her a new dress for a school dance. As you read, take notes on Yollie and her mother's interactions.

- [1] Yollie's mother, Mrs. Moreno, was a large woman who wore a muumuu<sup>1</sup> and butterfly-shaped glasses. She liked to water her lawn in the evening and wave at low-riders,<sup>2</sup> who would stare at her behind their smoky sunglasses and laugh. Now and then a low-rider from Belmont Avenue would make his car jump and shout "Mamacita!" But most of the time they just stared and wondered how she got so large.



"Lowrider" by reza shayestehpour is licensed under CC0.

Mrs. Moreno had a strange sense of humor. Once, Yollie and her mother were watching a late-night movie called *They Came to Look*. It was about creatures from the underworld who had climbed through molten<sup>3</sup> lava to walk the earth. But Yollie, who had played soccer all day with the kids next door, was too tired to be scared. Her eyes closed but sprang open when her mother screamed, "Look, Yollie! Oh, you missed a scary part. The guy's face was all ugly!"

But Yollie couldn't keep her eyes open. They fell shut again and stayed shut, even when her mother screamed and slammed a heavy palm on the arm of her chair.

"Mom, wake me up when the movie's over so I can go to bed," mumbled Yollie.

- [5] "OK, Yollie, I wake you," said her mother through a mouthful of popcorn.

But after the movie ended, instead of waking her daughter, Mrs. Moreno laughed under her breath, turned the TV and lights off, and tiptoed to bed. Yollie woke up in the middle of the night and didn't know where she was. For a moment she thought she was dead. Maybe something from the underworld had lifted her from her house and carried her into the earth's belly. She blinked her sleepy eyes, looked around at the darkness, and called, "Mom? Mom, where are you?" But there was no answer, just the throbbing hum of the refrigerator.

Finally, Yollie's grogginess cleared and she realized her mother had gone to bed, leaving her on the couch. Another of her little jokes.

But Yollie wasn't laughing. She tiptoed into her mother's bedroom with a glass of water and set it on the nightstand next to the alarm clock. The next morning, Yollie woke to screams. When her mother reached to turn off the alarm, she had overturned the glass of water.

Yollie burned her mother's morning toast and gloated.<sup>4</sup> "Ha! Ha! I got you back. Why did you leave me on the couch when I told you to wake me up?"

- [10] Despite their jokes, mother and daughter usually got along. They watched bargain matinees<sup>5</sup> together, and played croquet in the summer and checkers in the winter. Mrs. Moreno encouraged Yollie to study hard because she wanted her daughter to be a doctor. She bought Yollie a desk, a typewriter, and a lamp that cut glare so her eyes would not grow tired from hours of studying.

Yollie was slender as a tulip, pretty, and one of the smartest kids at Saint Theresa's. She was captain of crossing guards, an altar girl,<sup>6</sup> and a whiz in the school's monthly spelling bees.

"*Tienes que estudiar mucho*,"<sup>7</sup> Mrs. Moreno said every time she propped her work-weary feet on the hassock.<sup>8</sup> "You have to study a lot, then you can get a good job and take care of me."

"Yes, Mama," Yollie would respond, her face buried in a book. If she gave her mother any sympathy, she would begin her stories about how she had come with her family from Mexico with nothing on her back but a sack with three skirts, all of which were too large by the time she crossed the border because she had lost weight from not having enough to eat.

Everyone thought Yollie's mother was a riot.<sup>9</sup> Even the nuns laughed at her antics.<sup>10</sup> Her brother Raul, a nightclub owner, thought she was funny enough to go into show business.

- [15] But there was nothing funny about Yollie needing a new outfit for the eighth-grade fall dance. They couldn't afford one. It was late October, with Christmas around the corner, and their dented Chevy Nova had gobbled up almost one hundred dollars in repairs.

"We don't have the money," said her mother, genuinely sad because they couldn't buy the outfit, even though there was a little money stashed away for college. Mrs. Moreno remembered her teenage years and her hardworking parents, who picked grapes and oranges, and chopped beets and cotton for meager<sup>11</sup> pay around Kerman. Those were the days when "new clothes" meant limp and out-of-style dresses from Saint Vincent de Paul.<sup>12</sup>

The best Mrs. Moreno could do was buy Yollie a pair of black shoes with velvet bows and fabric dye to color her white summer dress black.

1. a woman's loose, brightly colored dress  
2. a customized car that is closer to the ground  
3. liquefied by heat

4. **Gloat (verb):** to dwell on one's own success or another's misfortune  
5. a showing of a movie that takes place in the daytime  
6. a girl acting as an assistant in church services  
7. Spanish for "you have to study a lot"  
8. a firm cushion used as footstool  
9. **Riot (noun):** a highly amusing or entertaining person  
10. amusing behavior  
11. **Meager (adjective):** lacking in quantity or quality  
12. a thrift store

"We can color your dress so it will look brand-new," her mother said brightly, shaking the bottle of dye as she ran hot water into a plastic dish tub. She poured the black liquid into the tub and stirred it with a pencil. Then, slowly and carefully, she lowered the dress into the tub.

Yollie couldn't stand to watch. She knew it wouldn't work. It would be like the time her mother stirred up a batch of molasses for candy apples on Yollie's birthday. She'd dipped the apples into the goo and swirled them and seemed to taunt Yollie by singing "*Las Mañanitas*"<sup>13</sup> to her. When she was through, she set the apples on wax paper. They were hard as rocks and hurt the kids' teeth. Finally, they had a contest to see who could break the apples open by throwing them against the side of the house. The apples shattered like grenades, sending the kids scurrying for cover, and in an odd way the birthday party turned out to be a success. At least everyone went home happy.

- [20] To Yollie's surprise, the dress came out shiny black. It looked brand-new and sophisticated, like what people in New York wear. She beamed at her mother, who hugged Yollie and said, "See, what did I tell you?"

The dance was important to Yollie because she was in love with Ernie Castillo, the third-best speller in the class. She bathed, dressed, did her hair and nails, and primped until her mother yelled, "All right already." Yollie sprayed her neck and wrists with Mrs. Moreno's Avon perfume and bounced into the car.

Mrs. Moreno let Yollie out in front of the school. She waved and told her to have a good time but behave herself, then roared off, blue smoke trailing from the tail pipe of the old Nova.

Yollie ran into her best friend, Janice. They didn't say it, but each thought the other was the most beautiful girl at the dance; the boys would fall over themselves asking them to dance.

The evening was warm but thick with clouds. Gusts of wind picked up the paper lanterns hanging in the trees and swung them, blurring the night with reds and yellows. The lanterns made the evening seem romantic, like a scene from a movie. Everyone danced, sipped punch, and stood in knots of threes and fours, talking. Sister Kelly got up and jitterbugged with some kid's father. When the record ended, students broke into applause.

- [25] Janice had her eye on Frankie Ledesma, and Yollie, who kept smoothing her dress down when the wind picked up, had her eye on Ernie. It turned out that Ernie had his mind on Yollie, too. He ate a handful of cookies nervously, then asked her for a dance.

"Sure," she said, nearly throwing herself into his arms. They danced two fast ones before they got a slow one. As they circled under the lanterns, rain began falling, lightly at first. Yollie loved the sound of the raindrops ticking against the leaves. She leaned her head on Ernie's shoulder, though his sweater was scratchy. He felt warm and tender. Yollie could tell that he was in love, and with her, of course. The dance continued successfully, romantically, until it began to pour.

"Everyone, let's go inside — and, boys, carry in the table and the record player," Sister Kelly commanded.

The girls and boys raced into the cafeteria. Inside, the girls, drenched to the bone, hurried to the restrooms to brush their hair and dry themselves. One girl cried because her velvet dress was ruined. Yollie felt sorry for her and helped her dry the dress off with paper towels, but it was no use. The dress was ruined.

Yollie went to a mirror. She looked a little gray now that her mother's makeup had washed away but not as bad as some of the other girls. She combed her damp hair, careful not to pull too hard. She couldn't wait to get back to Ernie. Yollie bent over to pick up a bobby pin, and shame spread across her face. A black puddle was forming at her feet. Drip, black drip. Drip, black drip. The dye was falling from her dress like black tears. Yollie stood up. Her dress was now the color of ash. She looked around the room. The other girls, unaware of Yollie's problem, were busy grooming themselves. What could she do? Everyone would laugh. They would know she dyed an old dress because she couldn't afford a new one. She hurried from the restroom with her head down, across the cafeteria floor and out the door. She raced through the storm, crying as the rain mixed with her tears and ran into twig-choked gutters.

- [30] When she arrived home, her mother was on the couch eating cookies and watching TV.

"How was the dance, *mija*?"<sup>14</sup> Come watch the show with me. It's really good."

Yollie stomped, head down, to her bedroom. She undressed and threw the dress on the floor.

Her mother came into the room. "What's going on? What's all the racket, baby?"

"The dress. It's cheap! It's no good!" Yollie kicked the dress at her mother and watched it land in her hands. Mrs. Moreno studied it closely but couldn't see what was wrong. "What's the matter? It's just a bit wet."

- [35] "The dye came out, that's what." Mrs. Moreno looked at her hands and saw the grayish dye puddling in the shallow lines of her palms. Poor baby, she thought, her brow darkening as she made a sad face.

She wanted to tell her daughter how sorry she was, but she knew it wouldn't help. She walked back to the living room and cried.

The next morning, mother and daughter stayed away from each other. Yollie sat in her room turning the pages of an old *Seventeen*, while her mother watered her plants with a Pepsi bottle.

"Drink, my children," she said loud enough for Yollie to hear. She let the water slurp into pots of coleus<sup>15</sup> and cacti. "Water is all you need. My daughter needs clothes, but I don't have no money."

Yollie tossed her *Seventeen* on her bed. She was embarrassed at last night's tirade.<sup>16</sup> It wasn't her mother's fault that they were poor.

- [40] When they sat down together for lunch, they felt awkward about the night before. But Mrs. Moreno had made a fresh stack of tortillas and cooked up a pan of *chile verde*,<sup>17</sup> and that broke the ice. She licked her thumb and smacked her lips.

13. a traditional Mexican birthday song sung in Mexico and other Latin American countries at birthday parties

14. Spanish for "my daughter"

15. a tropical plant with brightly colored leaves

16. **Tirade** (noun): a long, angry speech of criticism or accusation

17. Spanish for "green chili"

"You know, honey, we gotta figure a way to make money," Yollie's mother said. "You and me. We don't have to be poor. Remember the Garcias. They made this stupid little tool that fixes cars. They moved away because they're rich. That's why we don't see them no more."

"What can we make?" asked Yollie. She took another tortilla and tore it in half.

"Maybe a screwdriver that works on both ends? Something like that." The mother looked around the room for ideas, but then shrugged. "Let's forget it. It's better to get an education. If you get a good job and have spare time then maybe you can invent something." She rolled her tongue over her lips and cleared her throat. "The county fair hires people. We can get a job there. It will be here next week."

Yollie hated the idea. What would Ernie say if he saw her pitching hay at the cows? How could she go to school smelling like an armful of chickens? "No, they wouldn't hire us," she said.

[45] The phone rang. Yollie lurched from her chair to answer it, thinking it would be Janice wanting to know why she had left. But it was Ernie wondering the same thing. When he found out she wasn't mad at him, he asked if she would like to go to a movie.

"I'll ask," Yollie said, smiling. She covered the phone with her hand and counted to ten. She uncovered the receiver and said, "My mom says it's OK. What are we going to see?"

After Yollie hung up, her mother climbed, grunting, onto a chair to reach the top shelf in the hall closet. She wondered why she hadn't done it earlier. She reached behind a stack of towels and pushed her chubby hand into the cigar box where she kept her secret stash of money.

"I've been saving a little money every month," said Mrs. Moreno. "For you, *m'ija*." Her mother held up five twenties, a blossom of green that smelled sweeter than flowers on that Saturday. They drove to Macy's and bought a blouse, shoes, and a skirt that would not bleed in rain or any other kind of weather.

"Mother and Daughter" from *In Baseball in April and Other Stories* ©1990 by Gary Soto. Reprinted with permission of Houghton Mifflin Harcourt.

## Text-Dependent Questions

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

- PART A:** How does the plot develop the theme of the story? [RL.2]
  - Yollie's embarrassment at the dance makes her believe that money can provide happiness.
  - Despite the unfortunate events at the dance, Yollie realizes that her mother does her best to make her happy.
  - When Yollie is unable to buy the things she wants, she understands the importance of finding a good job.
  - After Yollie dances with Ernie, she realizes that he doesn't care how expensive her clothes are.
- PART B:** Which detail from the text best supports the answer to Part A? [RL.1]
  - "But there was nothing funny about Yollie needing a new outfit for the eighth-grade fall dance. They couldn't afford one." (Paragraph 15)
  - "Yollie could tell that he was in love, and with her, of course. The dance continued successfully, romantically, until it began to pour." (Paragraph 26)
  - "Yollie tossed her Seventeen on her bed. She was embarrassed at last night's tirade. It wasn't her mother's fault that they were poor." (Paragraph 39)
  - "Let's forget it. It's better to get an education. If you get a good job and have spare time then maybe you can invent something." (Paragraph 43)
- PART A:** How does Mrs. Moreno's view of money change by the end of the story? [RL.3]
  - She is willing to spend money as long as it makes Yollie happy.
  - She plans to save her money better in the future.
  - She wants Yollie to work for her money.
  - She thinks her money should be used for Yollie's future.
- PART B:** Which detail from the text best supports the answer to Part A? [RL.1]
  - "her mother, genuinely sad because they couldn't buy the outfit, even though there was a little money stashed away for college." (Paragraph 16)
  - "Water is all you need. My daughter needs clothes, but I don't have no money." (Paragraph 38)
  - "The county fair hires people. We can get a job there. It will be here next week." (Paragraph 43)
  - "I've been saving a little money every month," said Mrs. Moreno. "For you, *m'ija*." (Paragraph 48)



