Felita is making a big banner to hang on a wall. She has 3 red stars, 3 white stars, and 3 blue stars to put on the banner. She is going to put the stars in 3 rows and 3 columns. How can she place the stars so that she has a red star, a blue star, and a white star in each row and in each column?

Color the stars to show your answer.
Problem Solving Activity (Grade 4)

Name __________________________ __ Date _____ 

Felita’s mother was telling her where to find things in the six sections of aisle E at the supermarket. Her mother said that the orange juice and pizza were at opposite ends of the same side of the isle. She said the fish was across from the pizza and next to the french fries. She said the vegetables were not on the same side as the pizza. Where did Felita find the pizza, French fries, ice cream, orange juice, fish, and vegetables on aisle E?

Arrange the food on aisle E.

<table>
<thead>
<tr>
<th></th>
<th>orange juice</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td></td>
<td>E</td>
</tr>
</tbody>
</table>
Shirley Temple Wong is thrilled to be moving from her home in China to America. But it isn't easy. She doesn't speak English, the kids at school ignore her, and she feels very far from home. But then summer comes, bringing the miracle of baseball. Suddenly Shirley is playing stickball and following superstar Jackie Robinson as he leads the Brooklyn Dodgers to victory after victory. Jackie Robinson proves that in America, the grandson of a slave can make a difference. And for Shirley as well, on the ball field and off, America becomes the land of opportunity.
Writing Activity

Imagine that you are Shirley, and you have just arrived in Brooklyn. Write a letter to Fourth Cousin. Describe the trip, things that you saw, and what it was like to move in to the new house.

--------------------------------------------------------

--------------------------------------------------------
Note: This activity requires use of the school kitchen. Ask the students if they have tasted Chinese foods. What did they eat? What did they especially like? Divide students into four groups. Each group will cook a different dish to create a variety of samplings for the class. Students will have to follow directions and sequences carefully. Each group will need a set of cooking and measuring utensils. Each group will need an adult to supervise and assist the group when using the stove or oven.

Group 1: Chinese Egg Soup
Ingredients:
• 4 cups seasoned chicken broth
• ½ cup frozen green peas
• 1 egg, beaten
Directions:
1. Bring chicken broth and peas to a boil in a large saucepan.
2. Slowly add egg to the broiling broth, stirring constantly. Serve hot.

Group 2: Baked Egg Rolls
Ingredients:
• ¼ cup water
• 1 teaspoon ginger root, minced
• 4 garlic cloves, minced
• 2 cups celery, diced
• 3 cups cabbage, diced
• 1 cup bamboo shoots, diced
• 1 cup water chestnuts, diced
• 2 tablespoons soy sauce
• 1 tablespoon honey
• 24 egg roll skins
• 2 tablespoons sesame oil, dark; warmed
Directions:
1. Heat ½ cup water in wok. Add ginger root and garlic. Stir fry until tender but not browned (approximately 5 minutes).
2. Add celery, cabbage, bamboo shoots, and water chestnuts. Stir fry until vegetables are tender (approximately 5 to 8 minutes).
3. Remove from heat. Add soy sauce and honey. Toss well and drain using a colander for at least 10 minutes.
4. Stack egg roll skins on a flat surface, with one corner pointing away. Have a bowl of water ready.
5. Spoon ¼ cup of drained filling into the center of each wrapper. Brush edges lightly with water.
6. Fold side corners to center, covering the filling. Bring bottom of corner to center of fold. Tuck under slightly and continued to roll into a cylinder. Seal top corner by moistening slightly and pressing down.
7. Lightly brush with sesame oil. Bake, seam side down, on nonstick baking sheets at 400 degrees F until golden and crispy (approximately 20 minutes). Serve immediately.

Group 3: White Rice
Ingredients:
- 1 cup long grain rice
- 2 cups water
Directions:
1. Cook rice in boiling water for 5 minutes. Stir occasionally to prevent sticking.
2. Reduce the heat to simmering, cover the pan.
3. Cook for 20 minutes or until all the water has been absorbed and the grains are separate.

Group 4: Hot Bananas in Coconut Milk
Ingredients:
- 4 large bananas
- 2 cup coconut milk
- 4 tablespoons granulated sugar
- ½ teaspoon ground cinnamon
Directions:
1. Peel the bananas and cut into bite-size pieces.
2. In a medium saucepan, bring the coconut milk to a boil.
3. Add the sugar and cinnamon, stirring to dissolve.
4. Add the bananas.
5. Bring back to a boil, then turn down the heat and simmer for 3-5 minutes, until the bananas are tender but not mushy.
6. Serve hot, sprinkling extra cinnamon on top if desired.

Copy the following three pages and give to students.
**Chinese Egg Soup**

Things you will need:
- 4 cups seasoned chicken broth
- ½ cup frozen green peas
- 1 egg, beaten
- large saucepan
- large wooden spoon
- measuring cups

Directions:
1. Bring chicken broth and peas to a boil in a large saucepan.
2. Slowly add egg to the broiling broth, stirring constantly. Serve hot.
**Baked Egg Rolls**

Things you will need:
- ¼ cup water
- 1 teaspoon ginger root, minced
- 4 garlic cloves, minced
- 2 cups celery, diced
- 3 cups cabbage, diced
- 1 cup bamboo shoots, diced
- 1 cup water chestnuts, diced
- 2 tablespoons soy sauce
- 1 tablespoon honey
- 24 egg roll skins
- 2 tablespoons sesame oil, dark; warmed
- measuring utensils
- baking sheet
- large frying pan
- large wooden spoon

Directions:
1. Heat ½ cup water in wok. Add ginger root and garlic. Stir fry until tender but not browned (approximately 5 minutes).
2. Add celery, cabbage, bamboo shoots, and water chestnuts. Stir fry until vegetables are tender (approximately 5 to 8 minutes).
3. Remove from heat. Add soy sauce and honey. Toss well and drain using a colander for at least 10 minutes.
4. Stack egg roll skins on a flat surface, with one corner pointing away. Have a bowl of water ready.
5. Spoon ¼ cup of drained filling into the center of each wrapper. Brush edges lightly with water.
6. Fold side corners to center, covering the filling. Bring bottom of corner to center of fold. Tuck under slightly and continued to roll into a cylinder. Seal top corner by moistening slightly and pressing down.
7. Lightly brush with sesame oil. Bake, seam side down, on nonstick baking sheets at 400 degrees F until golden and crispy (approximately 20 minutes). Serve immediately.
White Rice

Things you will need:
• 1 cup long grain rice
• 2 cups water
• cooking pot
• large wooden spoon
• measuring cup

Directions:
1. Cook rice in boiling water for 5 minutes. Stir occasionally to prevent sticking.
2. Reduce the heat to simmering, cover the pan.
3. Cook for 20 minutes or until all the water has been absorbed and the grains are separate.
**Hot Bananas in Coconut Milk**

Things You Will Need:
- 4 large bananas
- 2 cup coconut milk
- 4 tablespoons granulated sugar
- ½ teaspoon ground cinnamon
- medium saucepan
- large wooden spoon
- measuring utensils

Directions:
1. Peel the bananas and cut into bite-size pieces.
2. In a medium saucepan, bring the coconut milk to a boil.
3. Add the sugar and cinnamon, stirring to dissolve.
4. Add the bananas.
5. Bring back to a boil, then turn down the heat and simmer for 3-5 minutes, until the bananas are tender but not mushy.
6. Serve hot, sprinkling extra cinnamon on top if desired.
Social Studies Activity

Name _______________________________ Date _____________

Shirley Temple Wong traveled by ship from China to America and then by train from San Francisco to Brooklyn. Using a world map, trace Shirley’s route.

What are some things Shirley may have seen at these places?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Photo © National Geographic
Shirley is collecting red coupons and green coupons from cereal boxes. The red coupons are worth 5 points and the green coupons are worth 2 points. As soon as she has coupons worth 50 points, she can send in for a prize. Right now she has 11 coupons that are worth 37 points. How many coupons of each color does she have?

Finish the list. Write the number. _____

<table>
<thead>
<tr>
<th>Red Coupons</th>
<th>Points</th>
<th>Green Coupons</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
Shirley was at a neighborhood garage sale. She was standing at a table with all sorts of baseball cards divided into 3 piles. One pile was marked 10 cents, the second 5 cents, and the third 1 cent. Shirley had 26 cents. How many different combinations of baseball cards could Shirley buy for 26 cents?

Finish the list. How many combinations are there? ______

<table>
<thead>
<tr>
<th>10¢</th>
<th>5¢</th>
<th>1¢</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>
A ten-year-old Lebanese boy goes to school, helps his mother with chores, plays with his friends, and lives with his family in a basement shelter when bombings occur and fighting begins on his street.
Writing Activity

Write a letter to Sami telling about you and ask him how he is doing. Do you have any suggestions for what he can do? Do you want to ask Sami any questions?
Science Activity
(Whole classroom activity done at school)

Students will make and enjoy a Middle Eastern dessert called *Dates with Bananas*. Students will be divided into groups and must follow the directions and proper sequence. Each group will need a set of measuring and cooking utensils. Each group will make enough servings for four to six students and will use the following recipe.

Ingredients:
- 1 cup heavy whipping cream
- 1 1/2 tablespoon sugar
- 1 cup dates, pits removed and thinly sliced
- 4 medium or 3 large bananas
- 1 1/4 teaspoon cinnamon

Directions:
1. Slice the bananas in half lengthwise then slice into pieces about 1/2 inch thick.
2. Mix together the cream and the sugar with an electric mixer until stiff peaks are formed.
3. Gently stir in the bananas and the dates. Separate into individual serving bowls and sprinkle with cinnamon.
4. Chill for 30 minutes before serving.

Copy the following page and give to students.
Dates with Bananas

Make and enjoy a Middle Eastern dessert called Dates with Bananas.

Things you will need:
- 1 cup heavy whipping cream
- 1 ½ tablespoon sugar
- 1 cup dates, pits removed and thinly sliced
- 4 medium or 3 large bananas
- 1 ¼ teaspoon cinnamon
- measuring utensils
- mixing bowl
- large wooden spoon

Directions:
1. Slice the bananas in half lengthwise then slice into pieces about ½ inch thick.
2. Mix together the cream and the sugar with an electric mixer until stiff peaks are formed.
3. Gently stir in the bananas and the dates. Separate into individual serving bowls and sprinkle with cinnamon.
4. Chill for 30 minutes before serving.
Social Studies Activity
(Whole classroom activity done at school)

In the Middle East, crafts people make and sell decorative items made of hammered brass, copper, and bronze at bazaars. Filigree refers to laces like decoration using gold or silver wire. It is ideal for Middle Eastern designs. Students will make filigree, using ordinary, non-insulated wire to simulate real filigree jewelry. It should be thick enough to hold a bend but not so thick that it is difficult to work with.

Materials:
- Non-insulated wire
- Wire clippers
- Pliers
- Cord

Show students pictures of different filigree designs. Students will draw a filigree jewelry pendant design on paper before they begin making it. Remind students that they are creating a pendant so be sure to include a small loop at the top of their design to fit onto a necklace. They should create an appealing symmetrical design of curves and loops. Tight twists to hold curves to one another are an important part of the design. Show a model of a teacher-made filigree pendant for students to see. Using wire clippers, cut a length of about 1 yard of wire for each student. Students will use pliers to make the twists in the wire. Use regular pliers for wide bends and needle-nose pliers for smaller twists. Students should join pieces of wire by twisting them together and squeezing with pliers. The twists are part of the filigree design. Cut a length of cord (about 18 inches to 24 inches) for each student. Students place the cord through the loop on the pendant and tie a knot in the cord.

The following page has a few examples of filigree designs from Guyot Brothers Company, Inc. (2005).
### Filigree Designs

<table>
<thead>
<tr>
<th>Design Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>07283-W-050</td>
<td>Bead Cap</td>
</tr>
<tr>
<td>07089-W-050</td>
<td>Bead Cap</td>
</tr>
<tr>
<td>07112-W-050</td>
<td>Bead Cap</td>
</tr>
<tr>
<td>07279</td>
<td></td>
</tr>
<tr>
<td>07139</td>
<td></td>
</tr>
<tr>
<td>07148</td>
<td></td>
</tr>
<tr>
<td>07149-G</td>
<td></td>
</tr>
<tr>
<td>02206</td>
<td></td>
</tr>
<tr>
<td>02099</td>
<td></td>
</tr>
<tr>
<td>5269</td>
<td></td>
</tr>
<tr>
<td>5269-W-095</td>
<td></td>
</tr>
<tr>
<td>02031</td>
<td></td>
</tr>
<tr>
<td>02101</td>
<td></td>
</tr>
<tr>
<td>02100</td>
<td></td>
</tr>
<tr>
<td>0659-1L</td>
<td></td>
</tr>
<tr>
<td>5956-1L</td>
<td></td>
</tr>
<tr>
<td>5956</td>
<td></td>
</tr>
<tr>
<td>0659</td>
<td></td>
</tr>
<tr>
<td>5956-D</td>
<td></td>
</tr>
<tr>
<td>5307</td>
<td></td>
</tr>
<tr>
<td>5307-1L</td>
<td></td>
</tr>
<tr>
<td>5956-1LD</td>
<td></td>
</tr>
<tr>
<td>07119</td>
<td></td>
</tr>
<tr>
<td>07119-W-050</td>
<td></td>
</tr>
<tr>
<td>07143</td>
<td></td>
</tr>
<tr>
<td>07146</td>
<td></td>
</tr>
<tr>
<td>0650-W-1P</td>
<td></td>
</tr>
<tr>
<td>06650-W-050</td>
<td></td>
</tr>
<tr>
<td>06650</td>
<td></td>
</tr>
<tr>
<td>07061</td>
<td></td>
</tr>
<tr>
<td>06968-D-1R</td>
<td></td>
</tr>
<tr>
<td>06968-1R</td>
<td></td>
</tr>
<tr>
<td>07062-1P</td>
<td></td>
</tr>
<tr>
<td>07058</td>
<td></td>
</tr>
<tr>
<td>07039</td>
<td></td>
</tr>
<tr>
<td>06968-D</td>
<td></td>
</tr>
<tr>
<td>06968</td>
<td></td>
</tr>
<tr>
<td>07062</td>
<td></td>
</tr>
<tr>
<td>07057</td>
<td></td>
</tr>
</tbody>
</table>

Most Filigrees available with center hole. Standard hole sizes are .050, .067, and .093.

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**Call For Samples And Prices**

PH: 308-322-2000
FAX 308-322-3011

Photo © Guyot Brothers Company, Inc.
Problem Solving Activity (Grade 3)

Name ___________________________________ Date ____________

When Sami went to the beach, he found 2 sand dollars. He put them in an old sock. The next day he found 4 sand dollars, and he put them in his sock. On the third day, Sami found 2 more sand dollars than he had found the day before. On what day would he have 42 sand dollars in the sock?

Finish the table and look for a pattern. Write the number. ______

<table>
<thead>
<tr>
<th>Day</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sand dollars at the beginning of the day</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sand dollars added</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sami and Amir went to an orchard where you could pick your own peaches. In the first 10 minutes together, they picked 21 peaches. In the second 10 minutes they picked 11 more peaches than they did in the first 10 minutes, or 32 peaches. In the third 10 minutes, they picked 11 more peaches than they had picked in the second 10 minutes, or a total of 43. Each 10 minutes, they picked 11 more peaches than they had picked during the previous 10 minutes. How long would it take them to pick over 250 strawberries?

Finish the table and look for a pattern.
How long would it take for them to pick over 250 strawberries? _____

<table>
<thead>
<tr>
<th>Minutes</th>
<th>10</th>
<th>20</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picked</td>
<td>0</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>53</td>
<td></td>
</tr>
</tbody>
</table>
Upper Levels
(Grades 5-6)
Native American

Tonweya and the Eagles and other Lakota Tales
Retold by Rosebud Yellow Robe

This is a collection of nine stories told to the author by her father, Canowicakle. Canowicakle, known as Chano, lived with his people, the Lakota-oyake (Sioux nation) on the plains of what are now South Dakota, North Dakota, Nebraska, Wyoming, and Montana.
Writing Activity

Select one of the stories from Tonweya and the Eagles and create a sequel, a story that tells what might have happened next.

______________________________________________

By ________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________
Science Activity
(Whole classroom activity done at school)

Note: This is a 3-day activity. The third activity requires use of the school kitchen. Corn was an important food for many Native Americans. Provide the students with ears of dried corn on the cob. Tell them to remove the kernels from the cob, put them in a bowl, cover with water, and soak overnight. The next day, have students drain water from the bowl or pour into a strainer. Then, using cleaned, smooth, round stones that fit in students’ hands, let students grind the corn the way the American Indians did and let it dry out. Explain this is how Native Americans made cornmeal to make cornbread. If you have access to the school kitchen, students may use the cornmeal to make cornbread muffins.

You will need the following for 12 muffins (do not multiply recipe, make multiple batches):
- ¾ cup cornmeal
- 1 cup all purpose flour
- ½ cup sugar
- 1 Tbsp. baking powder
- ½ tsp. salt
- 1 cup non-fat buttermilk
- 1 large egg
- 1 Tbsp. unsalted butter (melted)
- large mixing bowl
- measuring utensils
- cooking utensils
- muffin pan
- 12 muffin papers

In groups, have students mix all ingredients together in a bowl. Let stand for five to ten minutes. Line a non-stick muffin tin with muffin papers. Divide the batter into twelve muffins and bake at 325°F for about 15 minutes until golden on top.

Copy the following 2 pages and give to students. Use the Make Native American Cornmeal handout on Days 1 and 2. Use the Homemade Cornbread handout on Day 3.
Make Native American Cornmeal

Corn was an important food for many Native Americans. Make cornmeal like the Native Americans did in their villages.

Things you will need:
- dried corn on the cob
- large bowl
- water
- smooth, round stone
- strainer

Directions:
Day 1:
1. Remove the kernels from the cob.
2. Put the kernels in a large bowl and cover with water.
Day 2:
1. Pour kernels into strainer to drain all the water.
2. Pour kernels back into bowl.
3. Using your round stone, grind the corn.
4. Let dry overnight.
Homemade Cornbread

Now that you have made your own cornmeal the way the Native Americans did, make cornbread for you and your friends!

Things you will need (for 12 muffins):
- ¾ cup cornmeal
- 1 cup all purpose flour
- ½ cup sugar
- 1 Tbsp. baking powder
- ½ tsp. salt
- 1 cup non-fat buttermilk
- 1 large egg
- 1 Tbsp. unsalted butter (melted)
- large mixing bowl
- measuring utensils
- muffin tin
- 12 muffin papers

Directions:
1. Mix cornmeal, flour, sugar, baking powder, and salt in a large mixing bowl.
2. Add buttermilk, egg, and butter. Stir.
3. Let stand for five to ten minutes.
4. Line a non-stick muffin tin with muffin papers.
5. Divide the batter into twelve muffins.
6. Bake at 325°F for about 15 minutes until golden on top.
Social Studies Activity
(Whole classroom activity done at school)

Have a discussion about totem poles in which you inform the students that long ago Northwest Coast Indians (principal tribes include Tlingit, Kwakuitl, Haida, Nootka, Salish, and Chinook) displayed decorated (totem) poles with carved crests outside their homes. These totem poles served as a symbol or coat of arms that identified the family and told the family’s story.

Assign a group of students to research and report on the origin and significance of totem poles. Ask the students to bring in an assortment of boxes (shoe boxes, cereal boxes, etc.) Tell them to draw, paint, and decorate the boxes to represent something about themselves and their families. Finally, stack the boxes to make one or more totem pole(s) in the classroom.

Picture © Pleasant Valley Elementary
Each summer, the buffaloes return to the plains. On the first day of their return, Chano counts 5 buffaloes grazing on the plains. On the second day, 6 more arrive. On the third day, 7 more buffaloes arrive. Each day the number of buffaloes that arrive increases by one more than the number of buffaloes that arrived the day before. At this rate, how many buffaloes will be on the plains at the end of the eighth day?

Finish the table and look for a pattern. Write the number. 

<table>
<thead>
<tr>
<th>Day</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buffaloes</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>
Chano went out for his very first buffalo hunt. On the first day, he saw only six buffaloes roaming the plains. The next day, he saw twice as many buffaloes. Each day he saw twice as many buffaloes as he did the day before. After he saw more than 300 buffaloes, he decided to go back and get help from the people in the village. On what day did he see the 300th buffalo?

Finish the table and look for a pattern. Write the number. ______

<table>
<thead>
<tr>
<th>Day</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buffaloes</td>
<td>6</td>
<td>12</td>
<td>24</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The story is set in the Deep South in 1933. Cassie and her three brothers are told, by their parents, never to go to the Wallace store. However, Aunt Callie sends them there to get medicine for her. At the store, they face the cruel prejudice of the store owner, John Wallace, and his sons. Readers also learn through Mr. Tom Bee, an old black man, about the significance of the ways white people and black people were expected to address each other at that time. Mr. Tom Bee puts his long-standing friendship with Wallace to the test with tragic results.
If you could change the ending of *The Friendship*, what would you have happen? Finish the paragraph that is started for you.

Mr. Tom Bee walked back into the Wallace store to get his tobacco.
Science Activity

Eastern Africa is the home of the largest number of big mammals in the world: elephants, lions, hippopotamuses, cheetahs, etc. Many wildlife refuges and game preserves are found throughout Africa. Discuss the importance of these in relation to protecting the animals. Allow time for the students to research animals of Africa, share with the class their finds, and then create a mural depicting them.
Social Studies Activity

Discuss with the students how important their lineage is. Have them trace their bloodline by creating a family tree. The following page is a family tree template that can be copied and given to students to complete.
Problem Solving Activity (Grade 5)

Name ____________________________________ Date _____________

Mr. Tom Bee loves to fish. He is up at sunrise. He quietly heads for the shore of the lake and his old rowboat. It is 6:00 a.m. as he rows out onto the lake and gets his fishing line ready. In the first half hour, he catches 10 fish. In the second half hour, he catches 11 fish, and in the third half hour he catches 8 fish. In the fourth half hour, he catches 9 fish, and 6 in the fifth half hour. Mr. Tom Bee is having such luck; he decides to stay out until he fishes for a half hour without catching any fish. At the rate he is catching fish, how long will he be out on the lake?

Finish the table. Write the answer. _________________

<table>
<thead>
<tr>
<th></th>
<th>½ hr.</th>
<th>1 hr.</th>
<th>1 ½ hr.</th>
<th>2 hrs.</th>
<th>2 ½ hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every ½ hour</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of fish</td>
<td>10</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Problem Solving Activity (Grade 6)

Name ___________________________ Date __________

Mr. Tom Bee went out fishing again. After all, it is one of his favorite things to do. This time he took Cassie and her brothers with him. Mr. Tom Bee fished at one end of the pond. He caught 4 in the first hour, 8 in the second hour, 7 in the third hour, 11 in the fourth hour, and 10 in the fifth hour. Cassie and her brothers fished at the opposite end of the pond. Together, they caught 5 in the first hour, 6 in the second hour, 9 in the third hour, 10 in the fourth hour, and 13 in the fifth hour. All of them continued fishing at the same rates until they caught a combined total of 58 fish in the same hour. Out of the 58 fish, how many were Mr. Tom Bee’s fish and how many were Cassie and her brothers’ fish?

Finish the table.
Write the answer. ___________________________________________

<table>
<thead>
<tr>
<th>Hour</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Tom Bee</td>
<td>4</td>
<td>8</td>
<td>7</td>
<td>11</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cassie and her brothers</td>
<td>5</td>
<td>6</td>
<td>9</td>
<td>10</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>14</td>
<td>16</td>
<td>21</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The first days of school in Julio Sanchez’s fifth-grade class are exciting ones. Julio is happy to see his old friends, and their new teacher, Ernesto Flores, impresses them. Julio secretly wants to be a candidate for class president, but he doesn’t believe that anyone will take him seriously. However, Julio’s handling of a playground accident, and a meeting with the school principal, convince his classmates that he has the qualities of a leader.
If you were in this fifth-grade class, who would you vote for, Julio Sanchez or Cricket Kaufman? Why would you vote for that person? What were some things that person did that would make you vote for that person? What makes them a better President than the other candidate?
Science Activity  
(Whole classroom activity done at school)

Note: This activity requires use of the school kitchen. One of the basic foods in Hispanic culture is corn. Tortillas are made in several steps. Dry corn is soaked and then cooked slightly. The corn is ground in a grinding mill and mashed on a stone. Next, the ground corn is formed into thin patties, back and forth between the palms, and baked on a griddle or in a pan. Organize students into groups of four.

Each group will need:
- 1 cup corn flour
- 2/3 cup water
- mixing bowl

The teacher will need a frying pan, cooking oil, and butter. Cooking should be done using medium heat and a slightly greased pan.

Directions:
1. Put 1 cup of flour into bowl.
2. Add water a little at a time. Mix until you have dry dough.
3. Form into balls.
4. Flatten balls to make patties.
5. Bring patty to teacher to cook.
6. Cook in a little oil until brown spots are seen on both sides.

Copy the following page and give to students.
**Tortillas**

One of the basic foods in Hispanic culture is corn. Tortillas are made from the corn grown in Hispanic countries. They are made in several steps. Dry corn is soaked and then cooked slightly. The corn is ground in a grinding mill and mashed on a stone. Next, the ground corn is formed into thin patties, back and forth between the palms, and baked on a griddle or in a pan.

Things you will need:
- 1 cup corn flour
- 2/3 cup water
- mixing bowl

Directions:
1. Put 1 cup of flour into bowl.
2. Add water a little at a time. Mix until you have dry dough.
3. Form into balls.
4. Flatten balls to make patties.
5. Bring patty to teacher to cook.
6. Cook in a little oil until brown spots are seen on both sides.
Social Studies Activity
(Whole classroom activity done at school)

Conduct a mock election for President of the United States (two parties). Include nominations, campaign speeches, slogans, posters, debates, etc. Then, hold a ballot election. After a President has been elected, have the class parties, discuss if there would be anything they would do differently in a future election.
Problem Solving Activity (Grade 5)

Name _______________________________ Date __________

Julio is going to sell brownies at the school bakes sale. Julio stores the brownies in boxes on shelves in the school kitchen. The shelves are very short at the top and get longer as they go down. There is room on the top shelf for 4 boxes of brownies. On the second shelf, there is room for 4 more jars or a total of 8 jars. Each shelf holds 4 more jars than the shelf directly above it. After Julio fills the seventh shelf, how many boxes of brownies will be on the seven shelves altogether?

Finish the table and look for a pattern. Write the number. ______

<table>
<thead>
<tr>
<th>Shelf</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boxes</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>16</td>
</tr>
</tbody>
</table>
Problem Solving Activity (Grade 6)

Name ________________________________    Date ____________

Julio was saving Jell-O coupons, which came on the lids of the Jell-O cups. There were two kinds of coupons: 5-point coupons and 2-point coupons. So far, he had collected 23 coupons, worth 76 points. How many 5-point coupons and 2-point coupons did Julio have?

Finish the list. Write the answer. ________________________________

<table>
<thead>
<tr>
<th>2 point</th>
<th>5 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
Sadako and the Thousand Paper Cranes is a true story about a twelve-year-old Japanese girl who dies of leukemia, the result of radiation from the World War II bombing of her home in Hiroshima ten years earlier. During her illness, Sadako’s best friend reminds her of an old tale about a crane that is supposed to live for a thousand years. According to the story, if a sick person folds one thousand paper cranes, the gods will grant a wish of making him or her healthy. Sadako dies before reaching her goal, but her classmates fold the remaining three hundred fifty-six; she is buried with one thousand cranes. Today, Sadako’s memory lives on in Hiroshima Peace Park, where her statue stands atop a granite mountain of paradise holding a golden crane.
Writing Activity

Name __________________________ _ Date __________ _

Write about a brave and courageous person you have met. How was this person brave and courageous? What did he/she do? What happened to him/her? Compare that person to Sadako. How are they alike? How are they different? Draw a picture of the person you wrote about.
Science Activity
(Whole classroom activity done at school)

*Note: This activity requires use of the school kitchen.* Sadako enjoyed eating bean cakes, rice, and egg rolls. Divide students into three groups. Each group will cook a different dish to create a variety of samplings for the class. Students will have to follow directions and sequences carefully. Each group will need a set of cooking and measuring utensils. Each group will need an adult to supervise and assist the group when using the stove or oven.

Group 1: Bean Cake
Ingredients (for 12 servings):
- 3 cups dry black beans
- 1 tablespoon ground cumin
- 1/2 teaspoon chili powder
- 1/2 teaspoon salt
- 1/3 cup chopped fresh cilantro
- 2 tablespoons vegetable oil
- 1/2 cup plain yogurt
- 1 tablespoon milk
- 1 pinch cayenne pepper

Directions:
1. Place black beans in a large pot with enough water to cover. Bring to a boil, reduce heat, and simmer 1 hour, or until tender.
2. In an electric blender or food processor, process black beans until smooth. Stir in cumin, chili powder, salt, and cilantro; blend. Roll the mixture into balls, allowing 3 tablespoons of mixture per ball.
3. Place balls between sheets of wax paper and press down on the wax paper to form 1/8 inch thick rounds.
4. Heat oil in a large non-stick skillet. Fry cakes 2 or 3 minutes per side.
5. In a bowl, combine yogurt, milk, and cayenne pepper (to taste). Serve the sauce over the hot black bean cakes.

Group 2: Baked Egg Rolls
Ingredients:
- 1/4 cup water
- 1 teaspoon ginger root, minced
• 4 garlic cloves, minced
• 2 cups celery, diced
• 3 cups cabbage, diced
• 1 cup bamboo shoots, diced
• 1 cup water chestnuts, diced
• 2 tablespoons soy sauce
• 1 tablespoon honey
• 24 egg roll skins
• 2 tablespoons sesame oil, dark; warmed

Directions:
1. Heat 1/2 cup water in wok. Add ginger root and garlic. Stir fry until tender but not browned (approximately 5 minutes).
2. Add celery, cabbage, bamboo shoots, and water chestnuts. Stir fry until vegetables are tender (approximately 5 to 8 minutes).
3. Remove from heat. Add soy sauce and honey. Toss well and drain using a colander for at least 10 minutes.
4. Stack egg roll skins on a flat surface, with one corner pointing away. Have a bowl of water ready.
5. Spoon 1/4 cup of drained filling into the center of each wrapper. Brush edges lightly with water.
6. Fold side corners to center, covering the filling. Bring bottom of corner to center of fold. Tuck under slightly and continue to roll into a cylinder. Seal top corner by moistening slightly and press down.
7. Lightly brush with sesame oil. Bake, seam side down, on nonstick baking sheets at 400 degrees F until golden and crispy (approximately 20 minutes). Serve immediately.

Group 3: White Rice
Ingredients:
• 1 cup long grain rice
• 2 cups water

Directions:
1. Cook rice in boiling water for 5 minutes. Stir occasionally.
2. Reduce the heat to simmering, cover the pan.
3. Cook for 20 minutes or until all the water has been absorbed and the grains are separate.

Copy the following three pages and give to students.
Bean Cake

Things you will need (for 12 servings):

- 3 cups dry black beans
- 1 tablespoon ground cumin
- 1/2 teaspoon chili powder
- 1/2 teaspoon salt
- 1/3 cup chopped fresh cilantro
- 2 tablespoons vegetable oil
- 1/2 cup plain yogurt
- 1 tablespoon milk
- 1 pinch cayenne pepper

Directions:

1. Place black beans in a large pot with enough water to cover. Bring to a boil, reduce heat, and simmer 1 hour, or until tender.
2. In an electric blender or food processor, process black beans until smooth. Stir in cumin, chili powder, salt, and cilantro; blend. Roll the mixture into balls, allowing 3 tablespoons of mixture per ball.
3. Place balls between sheets of wax paper and press down on the wax paper to form 1/8 inch thick rounds.
4. Heat oil in a large non-stick skillet. Fry cakes 2 or 3 minutes per side.
5. In a bowl, combine yogurt, milk, and cayenne pepper (to taste). Serve the sauce over the hot black bean cakes.
Baked Egg Rolls

Things you will need:
- \( \frac{1}{4} \) cup water
- 1 teaspoon ginger root, minced
- 4 garlic cloves, minced
- 2 cups celery, diced
- 3 cups cabbage, diced
- 1 cup bamboo shoots, diced
- 1 cup water chestnuts, diced
- 2 tablespoons soy sauce
- 1 tablespoon honey
- 24 egg roll skins
- 2 tablespoons sesame oil, dark; warmed

Directions:
1. Heat \( \frac{1}{2} \) cup water in wok. Add ginger root and garlic. Stir fry until tender but not browned (approximately 5 minutes).
2. Add celery, cabbage, bamboo shoots, and water chestnuts. Stir fry until vegetables are tender (approximately 5 to 8 minutes).
3. Remove from heat. Add soy sauce and honey. Toss well and drain using a colander for at least 10 minutes.
4. Stack egg roll skins on a flat surface, with one corner pointing away. Have a bowl of water ready.
5. Spoon \( \frac{1}{4} \) cup of drained filling into the center of each wrapper. Brush edges lightly with water.
6. Fold side corners to center, covering the filling. Bring bottom of corner to center of fold. Tuck under slightly and continue to roll into a cylinder. Seal top corner by moistening slightly and press down.
7. Lightly brush with sesame oil. Bake, seam side down, on nonstick baking sheets at 400 degrees F until golden and crispy (approximately 20 minutes). Serve immediately.
White Rice

Things you will need:
- 1 cup long grain rice
- 2 cups water

Directions:
1. Cook rice in boiling water for 5 minutes. Stir occasionally to prevent sticking.
2. Reduce the heat to simmering, cover the pan.
3. Cook for 20 minutes or until all the water has been absorbed and the grains are separate.
Social Studies Activity

Present a brief overview of World War II. Divide students into groups. Assign each group a topic related to the United States and Japan in World War II such as: Pearl Harbor, Hiroshima, atom bomb, D-Day, Nagasaki, Peace Day, and Doolittle’s raid on Tokyo. Allow time for students in class to gather their research and then to share their findings.
Sadako woke up, her head full of roses. She had just had a dream where she is lost, like Alice in Wonderland, in another world. She finds herself in a rectangular rose garden that has three rows of rose bushes and six bushes in each row. Then, just beyond a big hedge, is a second rose garden, with four rows of bushes and seven bushes in each row. After another big hedge is a third rose garden, with five rows of eight bushes. As she tries to run out of the gardens she discovers that there is always another garden with one more row and one more bush in each row than the garden before. Today, Sadako woke up in the ninth garden. How many rose bushes are in the ninth garden?

Finish the pattern. Write the number. ______

1 – 3 × 6 = 18
2 – 4 × 7 = 28
3 –
Sadako is making her one thousand paper cranes. The first day she made 4 paper cranes, the second day she made the same amount as the first day plus 8 more paper cranes, or a total of 12 paper cranes. The third day, she made the same amount as the previous day plus 8 paper cranes, for a total of 20 paper cranes. If she continued to make paper cranes at this rate, how many days would it take her to make over 200 paper cranes?

Finish the table. Write the number. _______

<table>
<thead>
<tr>
<th>Week</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper Cranes</td>
<td>4</td>
<td>12</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Total Paper Cranes</td>
<td>4</td>
<td>16</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>
Rukhsana Khan examines the everyday lives and struggles of Muslim children as they learn to follow the path of Islam, one of the world’s major religions, in a way of life that is often misunderstood.
Writing Activity

Pick a story from the book and write a letter to one of the characters. Describe things that you do at home this person might not know about because of his or her culture. Do you celebrate a holiday he or she might not celebrate? Do you eat something that he or she might like but may not know about? Are there things the two of you have in common?

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Science Activity
(Whole classroom activity done at school)

Note: This activity requires use of the school kitchen. After reading “Samosas!,” students will make samosas. After modeling this recipe, divide students into groups of four or five. The teacher or other adults will perform the actual cooking segments of this activity. Students will add ingredients, mix, and form the food.

Ingredients:
• 1 pound ground beef
• 2 tablespoons lemon juice
• ½ teaspoon crushed garlic
• ½ teaspoon crushed ginger
• ½ teaspoon salt
• 1 finely chopped onion
• ½ teaspoon cayenne pepper
• pre-made pastry wrappers
• 1 tablespoon all-purpose flour
• 3 tablespoon water
• 3 cups of oil for deep-frying

Directions:
1. Cook the ground beef on medium heat with the lemon juice, garlic, ginger, salt, onion, and cayenne pepper until the meat starts to turn brown.
2. When the meat is completely cooked, drain off the fat.
3. Let the mixture cool.
4. Mix the flour and water to make a paste.
5. Fold the wrappers to make a cone and fill with the meat.
6. Seal each cone with the paste.
7. With the help of a grownup, deep-fry the samosas in the oil on medium heat.
8. Turn them often until they are golden brown.
9. Drain or blot dry and serve.

Copy the following page and give to students.
Samosas

Things you will need:
- 1 pound ground beef
- 2 tablespoons lemon juice
- ½ teaspoon crushed garlic
- ½ teaspoon crushed ginger
- ½ teaspoon sa...
- 1 finely chopped onion
- ½ teaspoon cayenne pepper
- pre-made pastry wrappers
- 1 tablespoon all-purpose flour
- 3 tablespoon water
- 3 cups of oil for deep-frying
- measuring utensils

Directions:
1. Cook the ground beef on medium heat with the lemon juice, garlic, ginger, salt, onion, and cayenne pepper until the meat starts to turn brown.
2. When the meat is completely cooked, drain off the fat.
3. Let the mixture cool.
4. Mix the flour and water to make a paste.
5. Fold the wrappers to make a cone and fill with the meat.
6. Seal each cone with the paste.
7. With the help of a grownup, deep-fry the samosas in the oil on medium heat.
8. Turn them often until they are golden brown.
9. Drain or blot dry and serve.
Social Studies Activity

Students will make an Eid Mubarak card.

Materials needed are: 1 sheet of tracing paper, 1 sheet of regular white paper, wrapping paper, cardstock, colored pencils, 1 regular pencil, glue, copies of page 55 from book with directions and Arabic writing samples.

Directions:
1. Center your tracing paper over the Arabic writing. Trace with a dark colored pencil.
2. Use a regular pencil to indicate lightly the fold line, which will be underneath the writing when you turn it the right way.
3. Fold your tracing paper along the dotted line. The Arabic writing is now on the inside. Trace again over the writing. When you open the paper, you will see a fainter, mirror image. You can trace this again if you want a darker outline.
4. When you can see it all, erase your fold line and trace Eid Mubarak (as is on handout). It goes between the two lines of Arabic writing. Did you know that to read Arabic, you must start from the right and finish at the left?
5. Cut a rectangle around your drawing. Leave about an inch of white tracing paper all around the Arabic writing. Paste this to another rectangle of the regular paper, the same size, to strengthen it.
6. Take your cardstock and make a card by folding it in half. Make the card backing big enough so that you have an inch or more of space all around your drawing. Center your drawing on the front and paste it down.
7. Make a border with your wrapping paper and paste it down around the drawing. To finish, use your colored pencils to shade in the text. It’s often nice to choose colors from the wrapping paper frame, but that is up to you!

Copy the following page and give to students. It is an activity page from the book (page 57).
Eid Mubarak

How to make an Eid card for your family or your friends

You will need:

1 sheet of tracing paper, 1 sheet of regular white paper, wrapping paper (ask Mom if she has a few leftover pieces), some sort of stiff board such as Bristol board or the cardboard from a shirt box, colored pencils, 1 regular pencil, and glue

How to do it:

1) Center your tracing paper over the Arabic writing to the right. Trace with a dark colored pencil.

2) Use a regular pencil to indicate lightly the fold line, which will be underneath the writing when you turn it the right way.

3) Fold your tracing paper along the dotted line. The Arabic writing is now on the inside. Trace again over the writing. When you open the paper, you will see a fainter, mirror image. You can trace this again if you want a darker outline.

4) When you can see it all, erase your fold line and trace Eid Mubarak (as above). It goes between the two lines of Arabic writing. Did you know that to read Arabic, you must start from the right and finish at the left?

5) Cut a rectangle around your drawing. Leave about an inch of white tracing paper all around the Arabic writing. Paste this to another rectangle of the regular paper, the same size, to strengthen it.

6) Take your Bristol board or shirt-box board and make a folding card like the ones shown above. Make the card backing big enough so that you have an inch or more of space all around your drawing. Center your drawing on the front and paste it down.

7) Make a border with your wrapping paper and paste it down around the drawing. To finish, use your colored pencils to shade in the text. It's often nice to choose colors from the wrapping paper frame, but that is up to you!
Problem Solving Activity (Grade 5)

Name ___________________________ Date ___________

As Abdullah and Bilal were filling the cardboard flats with eggs, Abdullah made up a puzzle. Each 6-by-4 flat held 24 eggs. Abdullah said to Bilal, “Try to find two different ways to place 10 eggs in the flat so that each row and each column has an odd number of eggs.” Can you do this?

Draw an X where Bilal should place his eggs.

**First Way**

**Second Way**
Abdullah has a card trick for Bilal: “I have 10 cards, numbered from 1 to 10. I have arranged the cards in a stack in a special way. The first card facing up is a 1, and I’m putting it on the table. The second card I’m putting at the bottom of the stack. The third card, which is a 2, I’m putting on the table next to 1. Then, the fourth card goes to the bottom of the stack. I’ll continue putting one card on the table and the next card to the bottom of the stack until I put card 10 on the table. How did I first arrange the cards in the stack?”

Cut out the cards on the bottom of the page. Use them to help you solve the problem. Fill in the blanks under the cards to show what order Abdullah arranged his cards.

1 ? 2 ? 3 ? 4 ? 5 ?
Resources


All images are from *Microsoft Clip Art and Media* unless otherwise noted.