

Name _____

Spelman and Howard

4th Grade ELA

Learning Packet

June 21st-25th, 2021



Name: _____

Date: June 21st, 2021

BCCS-Girls

Spelman/Howard

Module 5: 4 More Days

Learning Targets	I can summarize the text using key details. I can identify the theme of the text. I can identify general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject areas.
Assignment to Submit	Close Reading Annotations and Text-Dependent Questions (Packet)

How The Camel Got His Hump

- 1 In the beginning of years, when the world was so new and all, and the Animals were just beginning to work for Man, there was a Camel, and he lived in the middle of a Howling Desert because he did not want to work; and besides, he was a Howler himself. So he ate sticks and thorns and tamarisks and milkweed and prickles, most 'scruciating idle; and when anybody spoke to him he said 'Humph!' Just 'Humph!' and no more.
- 2 Presently the Horse came to him on Monday morning, with a saddle on his back and a bit in his mouth, and said, 'Camel, O Camel, come out and trot like the rest of us.'
- 3 'Humph!' said the Camel; and the Horse went away and told the Man.
- 4 Presently the Dog came to him, with a stick in his mouth, and said, 'Camel, O Camel, come and fetch and carry like the rest of us.'
- 5 'Humph!' said the Camel; and the Dog went away and told the Man.
- 6 Presently the Ox came to him, with the yoke on his neck and said, 'Camel, O Camel, come and plough like the rest of us.'
- 7 'Humph!' said the Camel; and the Ox went away and told the Man.
- 8 At the end of the day the Man called the Horse and the Dog and the Ox together, and said, 'Three, O Three, I'm very sorry for you (with the world so

new-and-all); but that Humph-thing in the Desert can't work, or he would have been here by now, so I am going to leave him alone, and you must work double-time to make up for it.'

9 That made the Three very angry (with the world so new-and-all), and they held a palaver, and an indaba , and a punchayet , and a pow-wow on the edge of the Desert; and the Camel came chewing on milkweed most 'scruciatingly idle, and laughed at them. Then he said 'Humph!' and went away again.

10 Presently there came along the Djinn in charge of All Deserts, rolling in a cloud of dust (Djinns always travel that way because it is Magic), and he stopped to palaver and pow-pow with the Three.

11 'Djinn of All Deserts,' said the Horse, 'is it right for any one to be idle, with the world so new-and-all?'

12 'Certainly not,' said the Djinn.

13 'Well,' said the Horse, 'there's a thing in the middle of your Howling Desert (and he's a Howler himself) with a long neck and long legs, and he hasn't done a stroke of work since Monday morning. He won't trot.'

14 'Whew!' said the Djinn, whistling, 'that's my Camel, for all the gold in Arabia! What does he say about it?'

15 'He says "Humph!"' said the Dog; 'and he won't fetch and carry.'

16 'Does he say anything else?'

17 'Only "Humph!"; and he won't plough,' said the Ox.

18 'Very good,' said the Djinn. 'I'll humph him if you will kindly wait a minute.'

19 The Djinn rolled himself up in his dust-cloak, and took a bearing across the desert, and found the Camel most 'scruciatingly idle, looking at his own reflection in a pool of water.

20 'My long and bubbling friend,' said the Djinn, 'what's this I hear of your doing no work, with the world so new-and-all?'

21 'Humph!' said the Camel.

22 The Djinn sat down, with his chin in his hand, and began to think a Great Magic, while the Camel looked at his own reflection in the pool of water.

23 'You've given the Three extra work ever since Monday morning, all on account of your 'scruciating idleness,' said the Djinn; and he went on thinking Magics, with his chin in his hand.

24 'Humph!' said the Camel.

25 'I shouldn't say that again if I were you,' said the Djinn; you might say it once too often. Bubbles, I want you to work.'

26 And the Camel said 'Humph!' again; but no sooner had he said it than he saw his back, that he was so proud of, puffing up and puffing up into a great big lolloping humph.

27 'Do you see that?' said the Djinn. 'That's your very own humph that you've brought upon your very own self by not working. To-day is Thursday, and you've done no work since Monday, when the work began. Now you are going to work.'

28 'How can I,' said the Camel, 'with this humph on my back?'

29 'That's made a-purpose,' said the Djinn, 'all because you missed those three days. You will be able to work now for three days without eating, because you can live on your humph; and don't you ever say I never did anything for you. Come out of the Desert and go to the Three, and behave. Humph yourself!'

30 And the Camel humphed himself, humph and all, and went away to join the Three. And from that day to this the Camel always wears a humph (we call it 'hump' now, not to hurt his feelings); but he has never yet caught up with the three days that he missed at the beginning of the world, and he has never yet learned how to behave.

Respond to the Reading: How the Camel Got His Hump

Review the annotations and notes you made while reading "How the Camel Got His Hump."
Think about how they can help you understand the text.

1. Use this Story Map to help you summarize the text.

Characters (Who)	Setting (When and Where)
Conflict (What)	Main Events (How)

2. Use the completed graphic organizer from question 1 to help you write a summary of "How the Camel Got His Hump."

3. What can you infer was the effect the Camel's behavior had on the other Animals? Give evidence from the text to support your answer.

4. Why does the author have the Camel behave the way he does? Cite at least TWO examples of text evidence that supports your answer.

5. What is the purpose of the author including paragraph 26? Give at least TWO pieces of text evidence to support your answer.

Name: _____

Date: June 22nd, 2021

BCCS-Girls

Spelman/Howard

Module 5: 3 More Days

Learning Targets	I can summarize the text using key details. I can identify the theme of the text. I can identify general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject areas.
Assignment to Submit	Close Reading Annotations and Text-Dependent Questions (Packet)

The Legacy of Aesop

- 1 When people think of fables, they most often think of Aesop. According to legend, Aesop was the first teller of fables, or animals stories that teach a lesson. Aesop may have lived about 2,500 years ago in ancient Greece.

Who Was Aesop?

- 2 Was Aesop a real person? Many people doubt that he really existed. Their doubts did not stop people from making up stories about him. Some Greek writers said Aesop was enslaved. One said he was an advertiser to the ealthy king Croesus, who lived in Lydia in what is now is Turkey. Another writer said Aesop was a famous solver of riddles or puzzles.

Story Collections

- 3 Whether or not he was a real person, tradition has given credit to Aesop as the author of many short tales with anima characters that were told at the time. These first stories were most likely told as a way to indirectly, and so, safely, criticize politicians and leaders in a way the average person could understand. In ancient Greece and Rome, these stories began to be collected. Many writers imitated Aesop. In ancient Rome, the poet Phaedrus took many of Aesop's tales and wrote his own versions of them. This collection became world-famous. In ancient India, animal fables also became popular. The best-known

collection of Indian fables is called the *Panchatantra*. Later, in France during the 1600s, the poet Jean de La Fontaine wrote a collection of fables that imitated Aesop's fables that imitated Aesop's stories.

The Lessons of Fables

- 4 Why do people all over the world tell and enjoy fables so much? A fable is a short and pleasant way to teach a lesson about life. Unlike a sermon or an essay that may also teach a lesson, a fable tells a story. Storytelling is nearly always a good way to hold people's interest. A fable has a moral, that often appears at the end that is practical and useful. Furthermore, the animal characters in a fable usually behave like human beings. Because the characters are animals, a fable does not make people feel criticized. So a fable is a way to teach lessons without offending anyone.

Respond to the Reading: The Legacy of Aesop

Review the annotation and notes you made while reading “The Legacy of Aesop.” Think about how your annotations can help you answer the questions.

1. Use information from the text to complete the graphic organizer.

Major Ideas	Supporting Details

2. Use your graphic organizer to write a short summary of “The Legacy of Aesop.”

3. Who told fables and why were these stories told?

4. How does the author support the claim that Aesop may not have been a real person?

5. What inference about Aesop’s stories can you make based on this detail from paragraph 3: “...in France during the 1600s, the poet Jean de la Fontaine wrote a collection of fables that imitated Aesop’s stories”?

6. Why are the animal characters so important in a fable? Provide text evidence to support your answer.

Name: _____

BCCS-Girls

Date: June 23rd, 2021

Spelman/Howard

Module 5: 2 More Days

Learning Targets	I can summarize the text using key details. I can identify the theme of the text. I can identify general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject areas.
Assignment to Submit	Close Reading Annotations and Text-Dependent Questions (Packet)

Got Butterflies? Find Out Why

- 1 Have you ever started at a new school? Argued with your best friend? Or moved? Do you deal with the ups and downs of daily life? Then you already know about stress. In fact, everyone experiences stress. Your body is wired to deal with it- whether it is expected or not. This response is known as the stress response, fight or flight.
- 2 The fight or flight response is as old as the hills. In fact, people used to have to fight off wild animals to survive. Fight or flight is what helped them do it. Today, different things cause stress. (When was the last time you had to fend off a grizzly bear?) But we still go through fight or flight. It prepares us for quick action. That is why the feeling goes away once whatever was stressing you out passes! It can also happen when something major happens- like if you change schools or there is a death in your family.
- 3 Everyone has weird feelings when they are stressed. Fight or flight can trigger things like sweaty palms or a dry mouth when you are nervous, or knots in your stomach after an argument with someone. This is totally normal. It means that your body is working exactly like it should. There are lots of signs of stress. Common types are physical (butterflies in your stomach) or emotional (feeling sad or worried). Still others are behavioral (you don't like doing things) or mental (you can't concentrate). Most physical signs of stress don't usually last that long. Some can even help you perform better, if you manage them right.

- 4 At the first sign of stress, three glands go immediately into action. They work together to help you cope with change or stressful situations. Two are in your brain. The chemicals from these glands increase your heart rate and breathing. They also provide a burst of energy- which is useful if you're trying to run away from a bear! These chemicals can also control body temperature (which can make you feel cold or hot.) They can keep you from getting hungry and make you less sensitive to pain. Because everyone is different, everyone will have different signs. Not to worry. Everyone experiences these physical signs of stress sometimes. The good news is that once things return to normal, your body will turn off the stress response. After some rest and relaxation, you'll be good as new.

What is Long-Term Stress?

- 5 But what happens when life continues to throw curve balls at you? What happens if you have one stressful event after another? Your stress response may not be able to stop itself from running overtime. You may not have a chance to rest and restore yourself. This can add up. Suddenly, the signs of overload hit you. Short-term stressors turn into long-term stress. This means that you may have even more physical signs of stress. Things like a headache. Eating too much or not at all. Tossing and turning all night. Or feeling down and angry all the time. These are all signs of long-term stress. These signs start when you just can't deal with any more stressful events.
- 6 Long-term stress can affect your health and how you feel about yourself. That's why it's important to learn to deal with. No one is completely free of stress. And different people respond to it in lots of different ways. The most important thing to learn about long-term stress is how to spot it. You can do that by listening to your body signals and learning healthy ways to handle it.

Responding to Reading: Got Butterflies? Find Out Why

Review the annotations and notes you made while reading "Got Butterflies? Find Out Why." Think about how they can help you understand the text.

1. Use this summary chart to help you summarize the text.

SUMMARY CHART		
---------------	--	--

	Informational Text	
Who?	The people or subjects	
What?	Stress	
Where?	The human body	
When?	"as old as the hills"	
Why?	Personal problems can lead to stress, which disappears if the problems stop.	

2. Use the completed graphic organizer from item 1 to help you write a summary of "Got Butterflies? Find Out Why?"

3. How does stress keep you out of danger? Give two pieces of evidence from the text to support your answer.

4. What inferences can you make about preventing stress? Give two pieces of evidence from the text to support your answer.

5. What is the author's purpose for writing this article? Give two pieces of evidence from the text to support your answer.

Name: _____

BCCS-Girls

Date: June 24th, 2021

Spelman/Howard

Module 5: 1 More Days

Learning Targets	I can summarize the text using key details. I can identify the theme of the text. I can identify general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject areas.
Assignment to Submit	Close Reading Annotations and Text-Dependent Questions (Packet)

It Makes You Think

- 1 The brain controls everything you think, everything you know, and everything you do and feel. It also controls how you respond to stress. In order to do all this, it has to be organized. These are a few of the parts of the brain that control your actions:

 - The cerebrum is where all of your thoughts come from. The cerebrum turns thoughts into actions by controlling the voluntary muscles. These are the muscles you use to perform the actions you choose to perform.
 - The brain stem controls the involuntary organs. These organs should work automatically, like the heart and the stomach.
 - The hypothalamus works with the glands to control pulse and body temperature. It also manages pain and hunger.
 - The amygdala is the size of an almond. It is responsible for processing emotions. Happiness, sadness, and anxiety are just a few of your feelings controlled by the amygdala.
- 2 The brain connects to the rest of your body through the spinal cord. The spinal cord goes from your brain stem down your back. It branches to every part of your body through thin, wire-like communication signals called nerves. Because of this system, the brain reacts to stressful situations so quickly that you aren't even aware of all that is happening.
- 3 You can see why it's important to keep your brain healthy so that you can be ready to react to any stressful or dangerous situations. Keep your brain sharp by eating healthy foods, exercising, and challenging your brain by

reading or doing creative activities.

- 4 Suppose you touch a hot stove. You do not think about pulling your hand away. It happens immediately. The nerves in your hand send a message to your brain via the spinal cord. The amygdala sends a distress signal to the hypothalamus. The hypothalamus activates hormones. They tell your body to direct all its attention to the task at hand. Your heart rate increases and you feel a surge of energy from adrenaline. Blood is redirected from nonessential areas, such as skin, to muscles so that they can work harder and faster. So, you end up pulling your hand away before you even start to feel pain.

Respond to Reading: Makes You Think

Review the annotations and notes you made while reading "It Makes You Think." Think about how your annotations can help you answer the questions.

1. Use information from the text to complete the graphic organizer.

Parts of the Brain	Function

2. Use your graphic organizer to explain the connection between the brain and the body's response to distress.

3. Write a brief summary of "It Makes You Think."

4. What is the effect of the hormones released during stressful situations? Provide text evidence to support your answer.

5. What conclusions can you draw about what would happen if a person's brain stem was not working correctly? Provide text evidence to support your answer.

6. What inference can you make from the information in the final paragraph?

Name: _____

BCCS-Girls

Date: June 25th, 2021

Spelman/Howard

Module 5: HAPPY LAST DAY OF SCHOOL

Learning Targets	I can summarize the text using key details. I can identify the theme of the text. I can identify general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject areas.
Assignment to Submit	Close Reading Annotations and Text-Dependent Questions (Packet)

Name: _____

#BestYearEver

ONE NEW
FRIEND I MET
THIS YEAR:

Favorite Lesson:

Favorite
Book Read:

MY CURRENT BEST
friend:

Favorite
Memory:

Three things I learned in math:

- 1.
- 2.
- 3.

Best
Fieldtrip:

Funniest Moment:

ONE THING I'LL ALWAYS REMEMBER:

Grade I will be in next year:

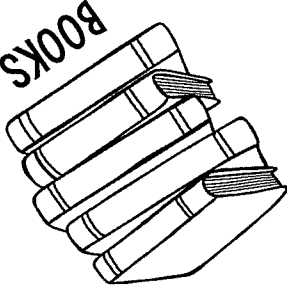
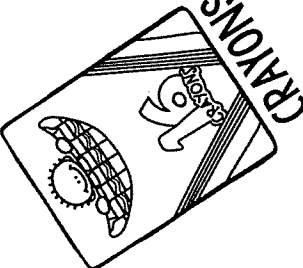
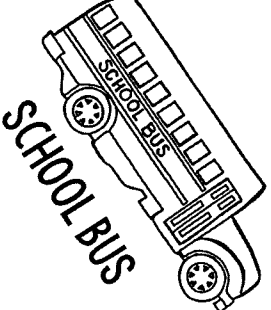

Three Goals I
achieved:

- 1.
- 2.
- 3.

Things I love about my teacher:

What I'm excited
about for next year:

COOTIE CATCHER

 <p>BOOKS</p>	<p>4 FOUR</p> <p>WHAT WAS YOUR FAVORITE SUBJECT THIS YEAR? EXPLAIN.</p>	<p>5 FIVE</p> <p>DESCRIBE TWO THINGS YOU LEARNED THIS YEAR.</p>	 <p>CRAYONS</p>
<p>3 THREE</p> <p>WHAT IS THE FUNNIEST THING THAT HAPPENED THIS YEAR?</p>	<p>WHAT WAS YOUR FAVORITE SUBJECT THIS YEAR? EXPLAIN.</p>	<p>DESCRIBE TWO THINGS YOU LEARNED THIS YEAR.</p>	<p>6 SIX</p> <p>WHAT ARE TWO THINGS YOU LIKE ABOUT YOUR TEACHER? EXPLAIN.</p>
<p>2 TWO</p> <p>WHAT IS ONE GOAL YOU ACHIEVED THIS YEAR? EXPLAIN.</p>	<p>WHAT DID YOU HAVE THE MOST FUN LEARNING ABOUT THIS YEAR?</p>	<p>WHAT IS ONE THING YOU ARE NERVOUS ABOUT FOR NEXT YEAR?</p>	<p>GIVE ONE PIECE OF ADVICE TO NEXT YEAR'S STUDENTS.</p>
 <p>SCHOOL BUS</p>	<p>1 ONE</p> <p>WHAT DID YOU HAVE THE MOST FUN LEARNING ABOUT THIS YEAR?</p>	<p>8 EIGHT</p> <p>WHAT IS ONE THING YOU ARE NERVOUS ABOUT FOR NEXT YEAR?</p>	 <p>BACKPACK</p>









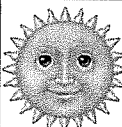





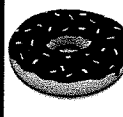









Name: _____





Date: _____

EMOJI MYSTERY MESSAGE

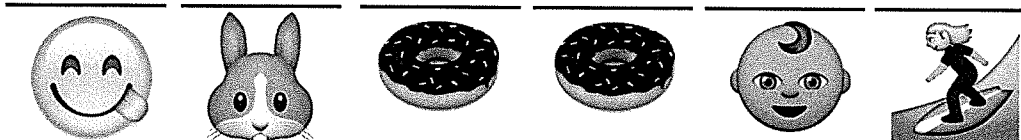
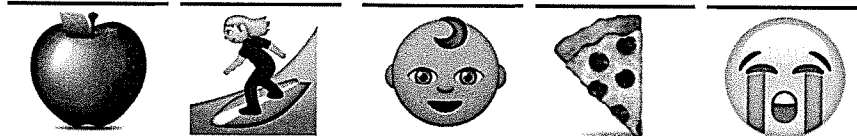
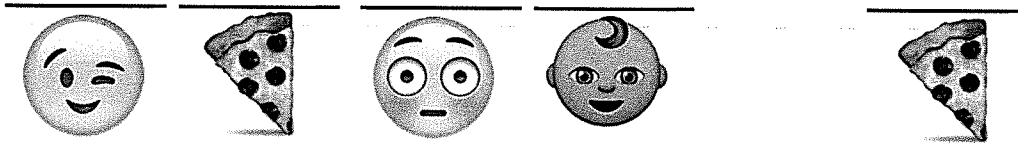
Use this key to solve the puzzle.

										
A	B	C	D	E	F	G	H	I	J	K

										
L	M	N	O	P	Q	R	S	T	U	V

			
W	X	Y	Z

Hidden Message









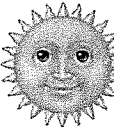













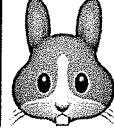

Name: _____




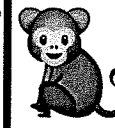
Date: _____

EMOJI MYSTERY MESSAGE









Use this key to solve the puzzle.





										
A	B	C	D	E	F	G	H	I	J	K





										
L	M	N	O	P	Q	R	S	T	U	V

			
W	X	Y	Z

Hidden Message

!

Name:

READER'S THEATER

SUMMERTIME BLUES

CHARACTERS:

ALEX

SAM

TAYLOR

CASEY

JAMIE

BAILEY

[ENTER ALL CHARACTERS. ALEX AND SAM SMILE AND HIGH-FIVE WHILE THE OTHERS MOPE AROUND THEM.]

Alex: All right! Last day of school! I can't wait for summer vacation!

Sam: You said it. I'm just counting down the hours until school is over.

Alex: Hey, what's the matter with you guys?

Sam: Yeah, why so down in the dumps?

Taylor: Are you kidding? The school library is going to be closed for the whole summer! And I'm only halfway through the Magic Dragons series. What am I supposed to read for two months?

Alex: Well, there's always the public library.

Sam: They have tons of books and even summer book clubs. Go check it out.

Taylor: Hmm... that does sound like a good idea. Thanks!

Casey: That's fine for the bookworms, but what about me? I'm going to miss the experiments we do in science and all the cool living things Miss Koehler brings in.

Sam: There's always the science museum.

Alex: Yeah, my cousin even went to a day camp at the museum for a whole week last summer.

Casey: I could look into that.

READER'S THEATER

SUMMERTIME BLUES

Sam: Plus, there are plenty of ways to explore nature on your own during the summer. Just get outside.

Jamie: Books and science experiments can wait until next school year. I'm bummed that we won't have gym class or after-school team sports.

Alex: Oh man, you've got to be kidding me! There are so many sports you can do during the summer!

Sam: Sign up for summer baseball at the rec center.

Taylor: Go ride your bike!

Casey: Meet me at the town pool for a swim.

Alex: Come by my place sometime to shoot hoops.

Jamie: Okay, okay! I get it!

Sam: Anyone else still bummed about summer vacation?

Bailey: Well, hear me out on this. I'm not saying I love homework or anything, but it does help me understand what we're learning. I sometimes don't get the math right away. I'm worried that after a whole summer off, I won't be ready for math class next year.

Sam: Huh. I guess that makes sense. Any ideas, guys?

Alex: You could get on NumberSmash.com from your computer at home. Miss Koehler says our accounts will still be open over the summer.

Casey: Ask your parents to help you find a math app for your tablet or phone. It would be like a fun game that keeps your math skills sharp.

Taylor: My brother is on the math team in high school. During the summer, they offer free tutoring at the community center. You could try that.

Bailey: Maybe I'll try one or two of those. I still have to leave time for playing outside!

READER'S THEATER

SUMMERTIME BLUES

Sam: It looks like we can enjoy our summer vacation and still have the best things we love about school.

Alex: Yeah, except for maybe those sloppy joes they make in the cafeteria!

Taylor: Or Principal Ford's corny jokes over the announcements every morning!

Casey: Or Dr. Hong's virtual field trips on the library computers.

Jamie: Or going to read to our kindergarten buddies.

Bailey: Or the cool projects in art class.

Sam: Well, I guess we also have some good reasons to come back next school year! See you guys around this summer!

[CHARACTERS EXIT ONE BY ONE.]

Alex: Don't forget to swing by and play basketball at my place.

Casey: See you at the pool!

Name:

READER'S THEATER

Next-year Nerves

CHARACTERS:

NARRATOR 1	MR. DRAKE	MORGAN	QUINN	ALEX
NARRATOR 2	JORDAN	RILEY	JESSIE	

[MORGAN AND QUINN SIT TOGETHER AT A CAFETERIA TABLE. JORDAN AND RILEY SIT TOGETHER AT ANOTHER TABLE.]

Narrator 1: It's June at Smallwood Elementary School, where the students are eager for summer vacation to begin.

Narrator 2: Morgan and Quinn sit together in the cafeteria, but they're not talking about summer plans.

Morgan: Is it just me or are you dreading next year?

Quinn: I don't think dread is a strong enough word! I'm so bummed we won't be in the same class again.

Morgan: That's the worst! I don't think any of my friends have Mrs. Cooney next year. Who am I going to talk to? Or sit with at lunch? Or hang out with on the playground?

Quinn: I hate to say it, but I don't think friends are going to be our biggest problem next year. I heard the work is really tough.

Narrator 1: Nearby, their classmates Jordan and Riley are having a similar conversation.

Jordan: I heard we'll have to do a major research paper next year. It sounds like a lot of work.

Riley: Not only that, my sister says the state tests get really hard. I've never been good at taking tests.

Jordan: Well, maybe we won't have to worry. From what I hear about next year's physical fitness exam, we'll probably both be dead on the track.

PAGE 1

READER'S THEATER

Next-year Nerves

Riley: That's probably the best news I've heard about next year. At least if we kick the bucket during gym class we won't have to face our teachers. I heard they're all really mean.

Narrator 2: Mr. Drake comes to pick up his students from the cafeteria. Back in the classroom, he makes an exciting announcement.

[MORGAN, QUINN, JORDAN, AND RILEY SIT AT DESKS. MR. DRAKE ADDRESSES THE CLASS.]

Mr. Drake: Class, our year together is at its end. I hope you've learned a lot and have many good memories of our months together.

Jordan: *(whispering to Riley)* I never thought I'd say this, but I think I'd rather stay here with Mr. Drake next year!

Mr. Drake: I'm sure you're excited about moving up to a new and exciting grade. You've received your class assignments, and I'm sure you'll enjoy your new teacher and many friends, both old and new.

Morgan: *(whispering to Quinn)* Somehow I doubt that! Why can't we just stay here, together?

Mr. Drake: Of course, you don't have to take my word for it. I've invited a couple of my former students to come back and tell you all about what to expect next year.

Riley: *(whispering to Jordan)* You mean, they actually survived it? Do you think they'll tell us how awful it really is?

Mr. Drake: Please welcome Jessie and Alex.

[CLASS CLAPS POLITELY AS JESSIE AND ALEX ENTER.]

Jessie: Hey, guys. I remember sitting in your place last year. We had just finished a great school year with Mr. Drake, and I was dreading moving up.

READER'S THEATER

Next-year Nerves

Alex: Me, too! I thought the work would be hard, my teacher would be mean, and I would have no friends.

Quinn: *(whispering to Morgan)* I think these two know what they're talking about.

Jessie: But we're here to tell you that it's not as bad as you might think. In fact, we've had a really great year!

Alex: First of all, the teachers are just like any others. They're excited to teach you new things. They'll help you when you need it. And, of course, they're strict if you misbehave.

Jessie: I had Mr. Gatlin this year, and I'm really going to miss being in his class.

Jordan: *(whispering to Riley)* Hey, I have Mr. Gatlin next year! Maybe he's all right.

Alex: Obviously, the work is more challenging, but you'll be older and smarter next year.

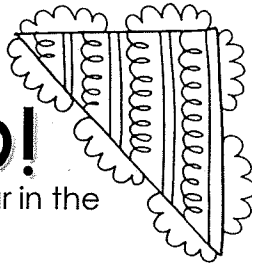
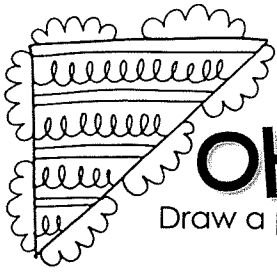
Jessie: The teachers do a lot to prepare you for tests and projects. When we did our big research report, even the librarian and computer teacher helped us get through it.

Morgan: *(whispering to Quinn)* That's a relief!

Alex: And, the school year is a lot of fun! Next year, you'll get to take a field trip to the theater and to the science museum.

Jessie: At the end of the year, you get to try out to be in the talent show. Two of my friends and I did a comedy magic act together. I had only met them for the first time in Mr. Gatlin's class, and now they're two of my best friends.

Alex: That's one of the best things about moving up to a new grade – you'll make new friends and still see your old friends a lot.



OH, the PLACES you'll go!

Draw a picture of one thing you hope or dream about for the next school year in the lenses of the sunglasses.

