

5th



Emergency Closure Family Resources-Elementary

Dear Families,

Enclosed are optional activities your student may use to continue their learning during the school closure. These activities are not meant to replace instruction that typically takes place in a classroom, nor is it intended to substitute for in-person learning. These are meant to be a support for families in keeping children engaged and practicing skills previously learned in Renton schools. Activities will not be collected nor graded.

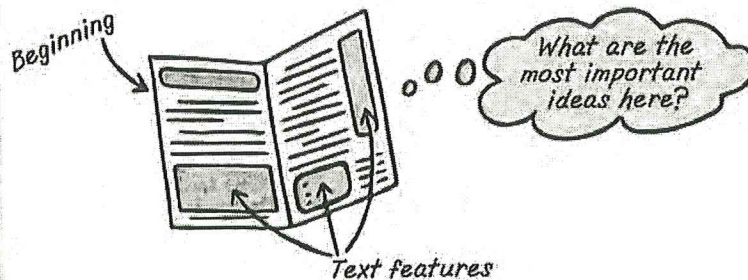
Resources Provided	Learning Activities for Students
Math Packets About one month's worth. Mostly review materials.	There are grade level specific math practice sheets that students can work on independently by grade level. Complete at your own pace. Students should do no more than a page a day.
Student resources to support reading Fiction text Nonfiction text	K-5th practice reading daily K-2nd practice sight words 2nd-5th answer comprehension questions at the end of the text

Sincerely,

Dr. Shannon Harvey
Deputy Superintendent
Renton School District

Ways to Go Deeper into Nonfiction Reading

Find main ideas by studying intros and text features



Find main ideas by looking for repeating words, images, and ideas

Word	---	image	---
---	image	---	word
idea	---	word	---
---	image	---	---
---	---	idea	---
---	word	---	image
---	---	image	---
---	---	---	word
---	---	---	---
---	idea	---	word

Find smaller ideas in each section of text



Pause



Look back

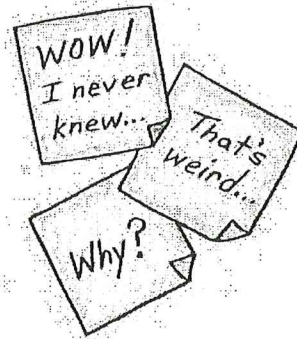


Put key details together

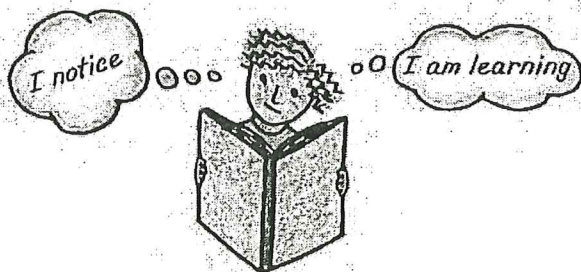
This part is mostly about...

Powerful Nonfiction Readers...

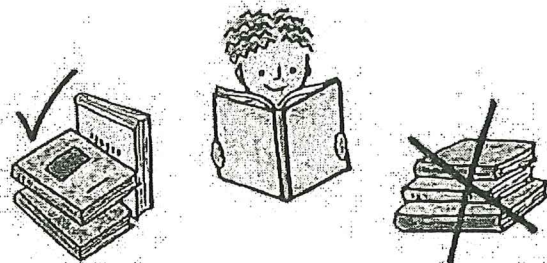
Choose to be fascinated,
thinking...



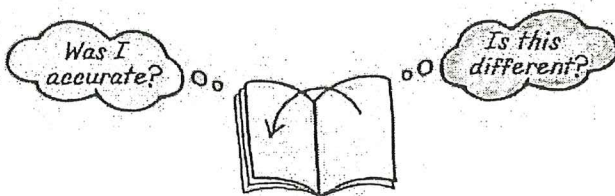
Read intensely,
thinking...



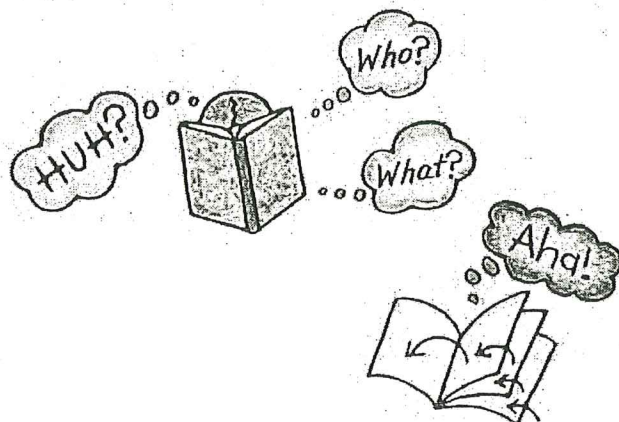
Choose books that are
just right



Check back in with
predictions, thinking...



Notice confusion and
reread to clear things up



Independent black cultural store in Dallas rides "Black Panther" wave

By The Dallas Morning News, adapted by Newsela staff on 04.25.16

Word Count **658**

Level **MAX**



Owner Akwete Tyehimba sorts out dresses at Pan-African Connection in Dallas, Friday, Feb. 23, 2018. Photo by: Jae S. Lee/The Dallas Morning News/TNS

The release of the movie "Black Panther" has been a huge success. The movie's celebration of all things African was new for many moviegoers. However, it's not the first cultural landmark to honor African identity. For a long time, the independent bookstore and art gallery Pan-African Connection in Dallas celebrated heroes within the black community.

Paintings of well-known figures like Martin Luther King Jr. and Harriet Tubman hang on the wall. There are also paintings of leaders that are not as well-known, such as Marcus Garvey.

Owner Akwete Tyehimba gazes at the collection she created to inspire visitors. "You need a wall of heroes for people to look to," she said. "These people transformed not only their community, but the world."

Pan-African Connection is now celebrating "Black Panther's" success. The excitement around the film, and the pride felt by many in the black community is keeping the store very busy.

Renewed Interest In African Clothing

Dashikis, a traditional West African shirt, and colorful dresses were in high demand. So were “Black Panther” T-shirts. The attire is an expression of identity, customers say.

Nia Khepera has been a customer since the 1990s. “So much she has to offer resonates with me as an African-American woman,” she said.

More than 200 people dressed up for a “Black Panther” screening the business hosted. Tyehimba said sales more than tripled in February. New and old customers came in looking for the perfect outfit for the movie.

Moviegoers Post Outfits On Store's Facebook Page

On Pan-African Connection’s Facebook page, moviegoers post their outfits. The store gets a lot of its products from countries like Senegal, Ghana and Nigeria. Helping businesses in African countries has always been important, Tyehimba said.

Tyehimba started the store with her husband Bandele Tyehimba 28 years ago. She said they wanted to bring hope and ambition to the community.

A Cultural Resource For The Community

Pan-African Connection quickly grew beyond being just a store. Today, it is a cultural resource where children and adults can learn Swahili and take African dance and drum classes.

Customers have followed the business through several moves. Today, the business attracts people from all over the Dallas-Fort Worth area. The store occasionally gets a few tourists looking for African art.

The release of “Black Panther” and excitement from the community was a big help during a very tough time for Tyehimba. Six years ago around this time of the year, her husband Bandele died unexpectedly.

“He’s still with us,” she said, arranging a small altar in honor of her husband near the register. “He would be proud.”

"Expressing My Culture Without Shame"

Tyehimba grew up in Waco, Texas. She admits she wore her curly hair like the white movie star, Farrah Fawcett, and she did not know much about black history around the world until after college.

“I finally wore braids. It was liberating,” she said. “I started expressing my culture without shame.”

Late Husband Was An Inspiration

The couple met through the All-African People’s Revolutionary Party at North Lake College. There, they brought together people of African descent. Social justice work, attempting to right the wrongs of society, became their passion.

“We’ve always been in an organization that helped our people move forward. We did everything together. Studied together. Organize together. Our relationship was based on our work and grew

to mutual respect on a higher level,” Tyehimba said.

Keeping the business going has not been easy, especially without her husband, but profit is not the motivation. “For us, it was never about the money,” she said.

"African Culture Is Not A Fad"

What happens after “Black Panther” is no longer in theaters?

Tyehimba thinks the newcomers will become loyal customers. She hopes that the excitement will turn into a desire for more knowledge of African history and culture.

“I think the enthusiasm will continue. It’s not a fad or trend. African culture is not a fad.”

Quiz

- 1 What is the relationship between "Black Panther" and the Pan-African Connection?
- (A) Both have been examples of African culture in popular culture since the 1990s.
 - (B) "Black Panther" made the message of Pan-African Connection more popular.
 - (C) Pan-African Connection opened after "Black Panther" became a success.
 - (D) Pan-African Connection inspired the style of costumes in "Black Panther."
- 2 Why did Akwete Tyehimba and her husband feel it was important to open Pan-African Connection?
- (A) They wanted to provide African costumes for moviegoers who were interested in dressing up.
 - (B) They wanted to learn to speak Swahili and practice African dance and drum traditions.
 - (C) They wanted to bring hope and enthusiasm for African history and culture to the community.
 - (D) They wanted to make a lot of money to support themselves while they were in college.
- 3 The phrase "Pan-African" is essential to understanding the store highlighted in the article.
Which sentence from the article BEST helps the reader understand what "Pan-African" means?
- (A) Owner Akwete Tyehimba gazes at the collection she created to inspire visitors.
 - (B) The store gets a lot of its products from countries like Senegal, Ghana and Nigeria.
 - (C) Today, the business attracts people from all over the Dallas-Fort Worth area.
 - (D) Social justice work, attempting to right the wrongs of society, became their passion.
- 4 Read the paragraph from the section "Expressing My Culture Without Shame."
- "I finally wore braids. It was liberating," she said. "I started expressing my culture without shame."*
- What is the meaning of the word "liberating" as it is used in the sentence above?
- (A) interesting
 - (B) challenging
 - (C) exciting
 - (D) freeing
- 5 Read the article's introduction [paragraphs 1-4] and the final section "African Culture Is Not A Fad."
What is the connection between these two sections?
- (A) Both sections demonstrate how "Black Panther" has changed people's ideas about African culture over time.
 - (B) Both sections explore problems that the store has faced and how the owners have solved them.
 - (C) The introduction celebrates the success of both the movie and the store. The final section discusses some problems they might face.
 - (D) The introduction describes the store before the success of "Black Panther." The final section discuss the store's future.

6

The author uses a cause and effect structure in the article.

Why did the author choose to use this structure?

- (A) to compare the success of "Black Panther" and Pan-African Connection with other movies and stores
- (B) to highlight the role that college played in inspiring Tyehimba to open Pan-African Connection
- (C) to show the relationship between Pan-African Connection's success and "Black Panther"
- (D) to outline the ways that various African-American heroes have influenced "Black Panther"

7

Read the section "A Cultural Resource For The Community."

Which sentence BEST shows a perspective on the importance of Pan-African Connection?

- (A) Today, it is a cultural resource where children and adults can learn Swahili and take African dance and drum classes.
- (B) Today, the business attracts people from all over the Dallas-Fort Worth area.
- (C) The store occasionally gets a few tourists looking for African art.
- (D) "He's still with us," she said, arranging a small altar in honor of her husband near the register.

8

Read the statement from customer Nia Khepera.

"So much she has to offer resonates with me as an African-American woman," she said.

How would Akwete Tyehimba MOST likely respond to this statement?

- (A) She would say that that this was the goal of her store.
- (B) She would say that this is because the store is most popular with women.
- (C) She would request that Nia Khepera attend a class at her store.
- (D) She would ask her to promise to keep coming back after "Black Panther" leaves theaters.

Florida teen is a math whiz and encourages other girls to "just go for it"

By Miami Herald, adapted by Newsela staff on 02.01.15

Word Count 716

Level MAX



Dayme Delgado stands next to a bulletin board celebrating graduating seniors at Mater Academy Charter High School in Hialeah Gardens, Florida. Photo by: C.M. Guerrero/Miami Herald/TNS

It is hard to imagine that Dayme Delgado ever struggled in school.

When she graduated from Mater Academy Charter High School, Dayme had a 5.2 GPA or grade point average. GPA is the average obtained by dividing the total number of grade points earned by the total number of class credits taken. She also had two associate degrees from taking college courses.

In a few months, the 18-year-old will head to the Massachusetts Institute of Technology. This is one of the hardest colleges to get into in the whole country. Only 8 percent of the students who apply are accepted. Dayme plans to study theoretical mathematics and aerospace engineering there.

Math Made The Most Sense

Yet school was not always a breeze for Dayme. When she first started kindergarten in Florida, she didn't understand a thing.

Dayme is the daughter of two Cuban immigrants. She was not exposed to English until she got to kindergarten. For the first three years of school, she was in classes for students learning how to speak English.

"I remember being really, really frustrated," Dayme recalled. "I didn't really understand the different subjects."

The only thing that made sense to her was math.

"Numbers are kind of their own language, so I was like, 'Oh, I've got this,'" she said.

Dayme's Parents Were Also Good At Math

It was also the only subject her parents could help her with. Dayme's father had studied engineering in Cuba. Her mother had studied computer science. Because they did not speak English when they first arrived in South Florida, they were not able to help Dayme with most of her homework.

So from an early age, Dayme eagerly devoured each math problem that came her way. She took every math class offered at Mater Academy. Math came so naturally to Dayme that she didn't even have to take notes in most of her math courses. She simply paid attention and understood. It wasn't until 10th grade that Dayme found herself having to study for a math class. That was when she enrolled in college algebra and statistics at Miami Dade College.

"She really loves the subject," Mater Academy math teacher Alexander Smith said. He has known Dayme since she was in the eighth grade. "From the very beginning it was known that this is what she was meant to do. She was going to go to a great school and she was going to do math."

Easy As Pie

Dayme's gift for math was not obvious to everyone, however. Dayme found that some students doubted her at first when she spoke up in math and science classes. She did not look like what they imagined a math expert to be. At regional math competitions, Dayme was mistaken for a parent on more than one occasion.

But it didn't take long for students to realize that Dayme knew what she was talking about. Dayme was the president of the school's chapter of the math honor society Mu Alpha Theta. She helped tutor classmates struggling in math courses. She also tutored students who were in danger of failing the state standardized tests.

"She doesn't have any problem helping, any problem explaining," college adviser Silvina Macho said. "She explains math to you like it's a recipe to make a cake."

"Just Go For It"

Dayme has also encouraged other female students to take math and science courses. She founded a science, technology, engineering and math (STEM) group. It is called SheSTEM. The group partners with local colleges to bring science programs to Mater Academy. SheSTEM has hosted events on robotics, bridge building and other topics.

This is something Dayme cares a lot about, Macho said. "She's always pushing and pushing and pushing for girls to be near math, for girls to be near science."

Research shows that girls are as interested in math and science as boys are in elementary school. But by the time they get to high school, few girls see themselves pursuing careers in STEM fields. This troubles Dayme.

"The most important thing is to realize that math is just like anything else," she said. Anyone can be good at it, no matter if they are a boy or a girl. "Forget about what others perceive and just go for it."

Quiz

- 1 Select the sentence from the article that BEST explains why mathematics was easier than other subjects for Dayme.
- (A) For the first three years of school, she was in classes for students learning how to speak English.
 - (B) "Numbers are kind of their own language, so I was like, 'Oh, I've got this,'" she said.
 - (C) It wasn't until 10th grade that Dayme found herself having to study for a math class.
 - (D) She helped tutor classmates struggling in math courses.

- 2 Read the section "Dayme's Parents Were Also Good At Math."

Which paragraph supports the idea that Dayme did not have to work very hard to learn math?

- (A) It was also the only subject her parents could help her with. Dayme's father had studied engineering in Cuba. Her mother had studied computer science. Because they did not speak English when they first arrived in South Florida, they were not able to help Dayme with most of her homework.
- (B) So from an early age, Dayme eagerly devoured each math problem that came her way. She took every math class offered at Mater Academy. Math came so naturally to Dayme that she didn't even have to take notes in most of her math courses. She simply paid attention and understood. It wasn't until 10th grade that Dayme found herself having to study for a math class. That was when she enrolled in college algebra and statistics at Miami Dade College.
- (C) "She really loves the subject," Mater Academy math teacher Alexander Smith said. He has known Dayme since she was in the eighth grade. "From the very beginning it was known that this is what she was meant to do. She was going to go to a great school and she was going to do math."
- (D) Dayme's gift for math was not obvious to everyone, however. Dayme found that some students doubted her at first when she spoke up in math and science classes. She did not look like what they imagined a math expert to be. At regional math competitions, Dayme was mistaken for a parent on more than one occasion.

- 3 What is the MAIN goal of SheSTEM?

- (A) to get more female high school students involved in science, technology, engineering and math
- (B) to make sure local colleges include classes that focus on science, technology, engineering and math
- (C) to make sure more females enter science, technology, engineering and math careers than males
- (D) to get more female elementary school students interested in science, technology, engineering and math

- 4 Which of the following are two MAIN ideas from the article?

1. Dayme graduated from Mater Academy Charter High School with a 5.2 GPA.
2. Dayme works to encourage other girls to pursue math and science careers.
3. Dayme loved math at an early age, and continued to take high school and college-level classes.
4. Dayme got mistaken for a parent at regional math competitions.

- (A) 1 and 2
- (B) 1 and 4
- (C) 2 and 3
- (D) 3 and 4

- 5 According to the article, how did Dayme's classmates' thoughts about her change?
- (A) At first, they ~~were~~ were unsure of her math abilities, but then they realized she was a math expert.
 - (B) At first, they did not like to hear her speak up in math class, but then they became friends with her.
 - (C) At first, they did not want her to help them with math, but then they asked her to tutor them.
 - (D) At first, they were unsure of whether she should join Mu Alpha Theta, but then they let her join.

- 6 How is Dayme introduced in the introduction of the article [paragraphs 1-3]?
- (A) through a story about one of her school experiences
 - (B) through a description of her achievements
 - (C) through a description of her college application process
 - (D) through a story about her natural math abilities

- 7 Read the sentence from the section "Math Made The Most Sense."

Yet school was not always a breeze for Dayme.

What does the author mean by the phrase "not always a breeze"?

- (A) not cool
- (B) not enjoyable
- (C) not challenging
- (D) not easy

- 8 Read the paragraph from the section "Easy As Pie."

"She doesn't have any problem helping, any problem explaining," college adviser Silvina Macho said. "She explains math to you like it's a recipe to make a cake."

Why does Macho compare math to a cake recipe?

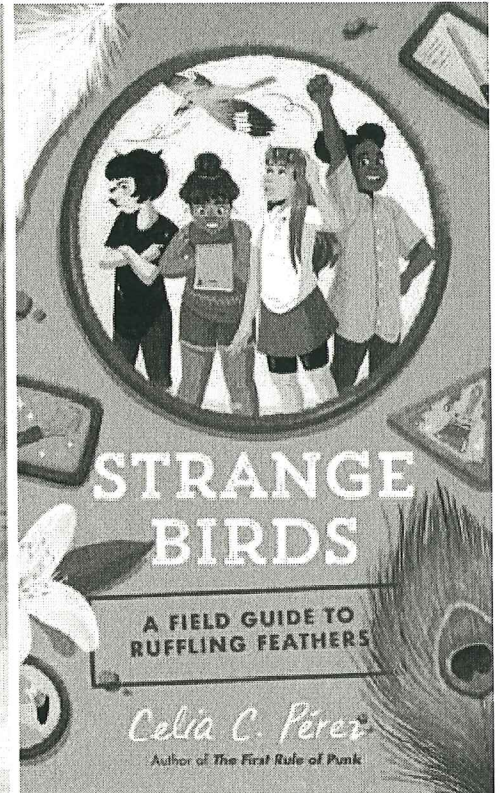
- (A) because she wants to show that Dayme can teach math well anywhere, even in a kitchen
- (B) because she wants to show that Dayme had no problem with helping her learn how to do math
- (C) because she wants to show that Dayme is good at helping students understand math step by step
- (D) because she wants to show that math is easy for Dayme, just like following a recipe is easy

Friends flock together for noble cause in "Strange Birds"

By Washington Post, adapted by Newsela staff on 09.02.19

Word Count **587**

Level **MAX**



Celia C. Pérez's latest book, "Strange Birds," is about four girls who want to end a local tradition that includes a hat decorated with real bird feathers. Author photo: Courtesy of Celia C. Perez; cover image: Penguin Young Readers

Celia C. Pérez is an author. She says that when she was a kid, she was not very aware of the natural world. That changed when she started writing the character of Cat, a 12-year-old who is a young bird expert. Cat is the main character in Pérez's new novel "Strange Birds: A Field Guide to Ruffling Feathers."

"I notice birds a lot more now," Pérez said. "I know more bird songs."

She also learned more about the importance of protecting birds. In the early 1900s, millions of birds were killed every year in the United States. Their feathers were used to decorate women's hats. Then two women, named Harriet Hemenway and Minna Hall, began to protest this practice. They helped create change. A law called the Migratory Bird Treaty Act of 1918 was passed to keep birds from being hunted for their feathers.

Those events happened more than 100 years ago. In Pérez's book, however, one of those feather hats is worn every year in a local pageant for girls.

Taking Action Against A Local Tradition

Cat and three of her friends are inspired by Hemenway and Hall. They decide to do something about those feather hats. They take action for a cause they believe in.

Pérez grew up in Miami, Florida. She lived in two neighborhoods: one called Allapattah and one called Coconut Grove. Pérez based the fictional town of Sabal Palms in "Strange Birds" on the neighborhoods of her childhood. And she modeled her book's wandering rooster and peacocks after birds she knew as a kid.

Pérez says that of the four girl characters in the book, "I was most like Ofelia Castillo as a kid."

"I loved reading and writing," she said. "Like Ofelia, I wanted to be a journalist. But I didn't think there was much worth writing about in my (home)town. It took leaving to realize how vivid and interesting it was."

Author Is Like Two Of Her Characters

She's also like Ofelia in two other ways, she said: She had overprotective parents and a Cuban-American heritage. Cuban-Americans can trace their relatives back to the country of Cuba. This island country is south of the tip of Florida.

Pérez studied library science in college and works at a community college library. This gives her something in common with her third character, Aster Douglas. Aster loves to spend time in the library with her grandfather, who is researching the history of old Florida. He's trying to uncover a secret that has to do with Aster's ancestors. The secret involves the wealthy family of the fourth friend, Lane DiSanti. In trying to help her grandfather, Aster decides to spy on Lane's grandmother in her beautiful, old mansion.

Pérez tells each girl's story, and involves each character in the action with the other three.

"It was a big challenge, keeping their four stories straight," said Pérez with a laugh.

She especially enjoyed depicting the way friends share interests and support one another. That recalled her own middle-school friendships and passion about "nerdy" things.

"Sometimes kids feel like they don't fit in," Pérez said. "But they might bond over feeling like outsiders and start their own groups." That's something she wanted to show in her novel.

Pérez doesn't carefully plan a book in advance but often discovers the story as she writes it. Right now, she's "scribbling ideas," she said, and wondering what book might next emerge from a pile of sticky notes — and what she might learn from completely new characters.

Quiz

- 1 What is the relationship between Harriet Hemenway and Minna Hall and "Strange Birds: A Field Guide to Ruffling Feathers"?
- (A) Hemenway and Hall's protests inspired the characters in "Strange Birds: A Field Guide to Ruffling Feathers" to propose and pass the Migratory Bird Treaty Act of 1918.
 - (B) Hemenway and Hall's protests inspired the characters in "Strange Birds: A Field Guide to Ruffling Feathers" to take action against the use of feather hats in a pageant.
 - (C) Hemenway and Hall inspired the author of "Strange Birds: A Field Guide to Ruffling Feathers" to study library science and work at a community college library.
 - (D) Hemenway and Hall had a Cuban-American heritage, just like the author of "Strange Birds: A Field Guide to Ruffling Feathers."
- 2 WHY does Celia C. Pérez feel a connection to Ofelia Castillo?
- (A) They both have wealthy grandparents who live in mansions.
 - (B) They both enjoy spending time in the library with their grandfathers.
 - (C) They both grew up in Miami and love to do a lot of bird watching.
 - (D) They are both Cuban-American and have overprotective parents.
- 3 When did Celia Pérez start getting interested in birds and the natural world? How do you know?
- (A) during her childhood; "Celia C. Pérez is an author. She says that when she was a kid, she was not very aware of the natural world."
 - (B) when she started writing "Strange Birds"; "That changed when she started writing the character of Cat, a 12-year-old who is a young bird expert. Cat is the main character in Pérez's new novel 'Strange Birds: A Field Guide to Ruffling Feathers.' 'I notice birds a lot more now,' Pérez said. 'I know more bird songs.'"
 - (C) in the early 1900s; "She also learned more about the importance of protecting birds. A law called the Migratory Bird Treaty Act of 1918 was passed to keep birds from being hunted for their feathers. Those events happened more than 100 years ago."
 - (D) when she lived in Coconut Grove; "She lived in two neighborhoods: one called Allapattah and one called Coconut Grove. Pérez based the fictional town of Sabal Palms in 'Strange Birds' on the neighborhoods of her childhood. And she modeled her book's wandering rooster and peacocks after birds she knew as a kid."
- 4 Read the section "Author Is Like Two Of Her Characters."
- Select the paragraph from the section that shows how Celia C. Pérez approaches writing.
- (A) She's also like Ofelia in two other ways, she said: She had overprotective parents and a Cuban-American heritage. Cuban-Americans can trace their relatives back to the country of Cuba. This island country is south of the tip of Florida.
 - (B) Pérez studied library science in college and works at a community college library. This gives her something in common with her third character, Aster Douglas. Aster loves to spend time in the library with her grandfather, who is researching the history of old Florida. He's trying to uncover a secret that has to do with Aster's ancestors. The secret involves the wealthy family of the fourth friend, Lane DiSanti. In trying to help her grandfather, Aster decides to spy on Lane's grandmother in her beautiful, old mansion.
 - (C) She especially enjoyed depicting the way friends share interests and support one another. That recalled her own middle-school friendships and passion about "nerdy" things.
 - (D) Pérez doesn't carefully plan a book in advance but often discovers the story as she writes it. Right now, she's "scribbling ideas," she said, and wondering what book might next emerge from a pile of sticky notes — and what she might learn from completely new characters.

- 5 Read the sentence below from the section "Taking Action Against A Local Tradition."

And she modeled her book's wandering rooster and peacocks after birds she knew as a kid.

Which sentence uses the word "modeled" in the SAME way as it is used in the sentence above?

- (A) We modeled a whole meal with only pasta and sauce.
- (B) We modeled a pretty bowl by using clay and imagination.
- (C) He modeled the newest designer jacket at the fashion show.
- (D) He modeled the science presentation after his teacher's lesson.

- 6 Read the paragraph from the section "Author Is Like Two Of Her Characters."

She especially enjoyed depicting the way friends share interests and support one another. That recalled her own middle-school friendships and passion about "nerdy" things.

What is the meaning of the word "depicting" as it is used in the paragraph above?

- (A) illustrating
- (B) answering
- (C) blaming
- (D) hiding

- 7 How is the structure of the introduction [paragraphs 1-4] different from the structure of the section "Taking Action Against A Local Tradition"?

- (A) The introduction is mostly chronological, while the next section is mostly cause and effect.
- (B) The introduction is mostly problem and solution, while the next section is mostly chronological.
- (C) The introduction is mostly compare and contrast, while the next section is mostly problem and solution.
- (D) The introduction is mostly cause and effect, while the next section is mostly compare and contrast.

- 8 The article is mostly organized using a cause and effect structure.

Why did the author choose to use this structure?

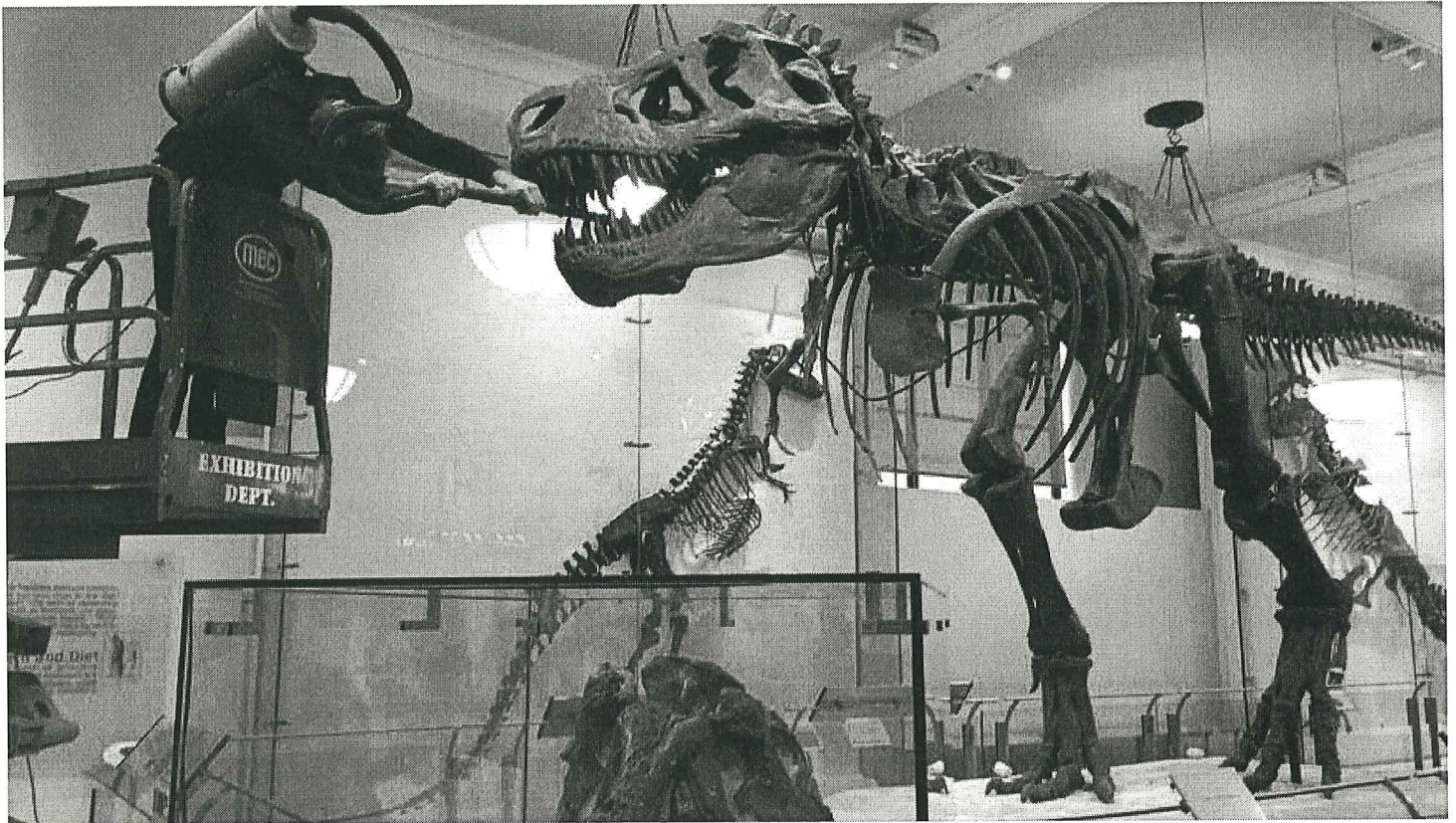
- (A) to describe the people and experiences that gave Celia Pérez the ideas for her novel
- (B) to explain the challenges that Celia Pérez had while researching history for her novel
- (C) to show how Celia Pérez's studies in library science helped her to write her novel
- (D) to outline the plot of Celia Pérez's novel and what happens at the end of it

Dusty old fossil? T. rex may be old, but it won't be dusty for long...

By Los Angeles Times, adapted by Newsela staff on 04.25.16

Word Count **699**

Level **MAX**



Trenton Duerksen, exhibition maintenance manager at the American Museum of Natural History, cleans the museum's Tyrannosaurus rex skeleton on February 14, 2018. Photo by: Carolyn Cole/Los Angeles Times/TNS

Tyrannosaurus rex once battled against other giant lizards. Now, it's fighting against dust.

Trenton Duerksen works at the American Museum of Natural History in New York City. He is in charge of cleaning the giant T. rex, which is now just a skeleton.

Eye To Eye With Tyrannosaurus Rex

Duerksen stands eye to eye with Tyrannosaurus rex. It's 39 feet long, about the length of a school bus. About 5 million museum visitors pass by it per year. They pass on bits of sticky dust to the skeleton.

Cleaning starts with the head. "Top-down, that's the most important rule," he said. This helps him avoid cleaning over and over.

Duerksen needs a number of tools to do his job. They are a household duster, a vacuum strapped to his back, and different wands and brushes. Duerksen carefully moves across the surface of the head, cleaning 2-inch parts at a time.

Now That's Some Toothbrush!

Then he gets to the dinosaur's jaw. The T. rex is thought to have had the strongest bite of any land animal ever. Duerksen cleans the jaw using a giant toothbrush. He moved it over and between 6-inch-long, cone-like teeth.

"I go top to bottom, side to side, and along the gum line," Duerksen said cheerfully.

Duerksen is the natural history museum's "exhibition maintenance manager." He is in charge of cleaning every object in the museum. The building has more than 1 million square feet of exhibition space, about half the size of Disneyland.

Duerksen cleans the T. rex two times a year.

Still, all year long, Duerksen is sweeping, dusting and repairing things. The museum also has a 94-foot-long blue whale made of fiberglass. Tiny shells, sponges and butterflies need fixing and cleaning, too.

An Artist Who Loves To Clean...

"It's fun when it's really dirty," said Duerksen. "You get a lot of satisfaction from seeing the fossil all shiny again." Fossils are remains of animals or plants from a very long time ago.

Duerksen is an artist by training. Before joining the natural history museum two years ago, he made drawings and sculptures.

A love for cleaning helps, too.

"I love to collect dust," Duerksen said, sincerely. "I love sweeping and I love vacuuming."

...And He Loves Dinosaurs Too

Like many people, Duerksen was amazed by dinosaurs growing up, and started drawing them around age 5.

Duerksen never thought of dinosaurs as being just for kids -- he's still fascinated by them as an adult.

When the job opening came up at the natural history museum, Duerksen said, "it was kind of a no-brainer. I mean, I get to stare at the T. rex."

Duerksen received training from the museum's last maintenance manager. He learned which vacuum tools to use when and how to hold and use them in a way that won't damage anything.

"Fossils are really rocks — these are very sturdy," said Dean Markosian, director of exhibitions at the museum. Markosian added that some of the museum's leather objects and stuffed animals are much more fragile.

"Get Out Before The Kids Come In Here!"

Once Duerksen finishes with T. rex's head, he moves onto the spine and ribs.

Carefully, Duerksen moves his head just inches from T. rex's rib cage. He vacuums the length of each rib, then goes back to dust the spine.

That was all he was going to get done for the day. It was almost 10 o'clock in the morning, time to open.

"We've gotta get out before the kids come in here!" he said.

Clean And Shiny For Museum Guests

Duerksen lowers the lift and packs away his tools. Within 30 minutes, crowds of school groups and tourists come in, many of them looking up in awe at T. rex.

Elizabeth Arkley Hammett was visiting from Baton Rouge, Louisiana, with her husband, mother, and two children.

Robby, her three-year-old son, wore a dinosaur sweater, dinosaur socks and what looked like a dinosaur hand puppet. He also owns a pair of light-up dinosaur rain boots and has dinosaur sheets on his bed.

"He's in heaven," she said. This was the first time he had seen a full T. rex skeleton.

Quiz

1 Read the section "Now That's Some Toothbrush!"

Which sentence from the section BEST shows that Duerksen has a lot of work to do at his job?

- (A) Duerksen cleans the jaw using a giant toothbrush.
- (B) He is in charge of cleaning every object in the museum.
- (C) Duerksen cleans the T. rex two times a year.
- (D) The museum also has a 94-foot-long blue whale made of fiberglass.

2 Read the paragraphs from the section "Get Out Before The Kids Come In Here!"

Once Duerksen finishes with T. rex's head, he moves onto the spine and ribs.

Carefully, Duerksen moves his head just inches from T. rex's rib cage. He vacuums the length of each rib, then goes back to dust the spine.

What is the MOST accurate explanation of these paragraphs?

- (A) The T. rex needs to be cleaned slowly by working on one part at a time.
- (B) The rib cage and spine are the hardest parts of the T. rex to clean.
- (C) Vacuuming is the fastest way to clean the different parts of the T. rex.
- (D) Duerksen gets tired from vacuuming all the parts of the T. rex.

3 Read the summary of the MAIN ideas of the article below.

Trenton Duerksen cleans the T. rex at the American Museum of Natural History in New York City. Cleaning the T. rex and other exhibits at the museum is a big but fun job.

Which answer choice BEST completes the summary?

- (A) There are tiny shells, sponges and butterflies that also need fixing and cleaning at the museum.
- (B) T. rex battled other giant lizards by using what may be the strongest bite of any land animal ever.
- (C) There are many tools and steps that are needed in order to get the museum ready for visitors.
- (D) Duerksen was an artist who made drawings and sculptures before working at the museum.

4 Read the paragraph from the section "Clean And Shiny For Museum Guests."

Duerksen lowers the lift and packs away his tools. Within 30 minutes, crowds of school groups and tourists come in, many of them looking up in awe at T. rex.

HOW does this paragraph support the MAIN idea of the article?

- (A) by explaining that Duerksen cleans the T. rex quickly
- (B) by showing the effect of Duerksen's work on the guests' experiences
- (C) by highlighting how many tools need to be packed away
- (D) by introducing the idea that school groups go the museum

- 5 Which statement BEST explains the overall structure of events in the article?
- (A) The article begins with Duerksen explaining how to use the cleaning tools, then ends by showing how other museum staff use them.
 - (B) The article begins with Duerksen's experience as an artist, then ends by explaining how he became involved with the museum.
 - (C) The article begins with Duerksen cleaning the T. rex when the museum is closed, then ends with students arriving and viewing the T. rex.
 - (D) The article begins by showing how the T. rex is cleaned, then explains how other items in the museum also need cleaning.

6 The author organized the article by describing events in order.

HOW would the article be different if it were organized using a problem/solution structure?

- (A) The article would begin by describing the challenges of cleaning exhibits and conclude with describing Duerksen's strategies for cleaning.
- (B) The article would give more examples of items that Duerksen has to clean in order to illustrate all the challenges he experiences.
- (C) The article would describe the dust in the museum in greater detail and explain the damage that could happen if it stayed dusty.
- (D) The article would include quotes by experts about tools for cleaning exhibits and include diagrams for their use.

7 Read the paragraph from the section "...And He Loves Dinosaurs Too."

"Fossils are really rocks — these are very sturdy," said Dean Markosian, director of exhibitions at the museum. Markosian added that some of the museum's leather objects and stuffed animals are much more fragile.

HOW is Trenton Duerksen MOST likely to respond to this statement?

- (A) He would say that cleaning the museum's fragile objects is more enjoyable than cleaning the T. rex.
- (B) He would say that Markosian is wrong because fossils are more fragile than rocks.
- (C) He would say that the museum's fragile objects should not be cleaned because it is too dangerous.
- (D) He would say that cleaning fossils requires special training even though they are sturdy objects.

8 Read the final section "Clean And Shiny For Museum Guests."

Which option accurately compares the perspectives of Elizabeth Hammett and Robby Hammett?

- (A) Neither visitor notices how clean the T. rex is, but seeing the exhibit is a special experience for both of them.
- (B) Both visitors are grateful for Duerksen's hard work, and Robby decides he wants to clean museums as an adult.
- (C) Elizabeth is impressed by Duerksen's hard work, while Robby does not notice how clean the T. rex is.
- (D) Elizabeth hopes her family enjoys seeing the T. rex, while Robby is afraid of the large animal.