

April 27 - May 1, 2020

Appendices for FMS Learning Plan

Documents that were mentioned or pasted into the plan are sometimes too small to see clearly. This document has larger print of those activities and resources. Please contact your subject teacher if you have questions about subject learning activities.

Enjoy, and please do your best!

For Teens, A Good Mood Depends on Good Sleep

Sleeping less than eight hours — or more than 10 — makes teenagers feel worse the next day

By Meenaskshi Prabhune
2017

How many hours of sleep do you get a night? Likely not as much as Andrew Fuligni finds teenagers should get in his new study. In this informational text, Meenaskshi Prabhune discusses how many hours of sleep teenagers should get each night to be at their best the next day. As you read, take notes on why teenagers may not be getting enough sleep.

- [1] For families with teenagers, school nights may fall into a familiar pattern. Parents urge their kids to go to bed early. But teens would rather stay up late. Maybe they have homework or want to spend time with friends. Or maybe it's just hard to fall asleep. But a new study confirms that adolescents need eight to 10 hours of sleep at night to feel their best the next day.

As kids reach adolescence, they often face increasing workloads and responsibilities. But they are not yet adults. Their bodies and brains are still changing. As a result, "Their sleep needs are like that of a developing child," says Rafael Pelayo. He is a sleep doctor at the Stanford Center for Sleep Sciences and Medicine in California. He was not involved in the new study.



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"Adolescence is sometimes referred to as the 'perfect storm' of problems of sleep," says Pelayo. On the one hand, teens need regular sleep to be mentally and physically healthy. But their internal clocks¹ shift during this period. Their bodies want to stay awake later at night and sleep later in the morning. School still starts early, though. As a result, Pelayo estimates that 80 to 90 percent of teens do not get enough sleep.

That missed sleep has consequences. Sleep-deprived kids are more prone² to mental and physical illnesses. Sleepy drivers face a heightened risk of car accidents — the top cause of teenage death. But too much sleep can have its own problems, such as leaving teens with a sour mood upon waking.

Sleep affects mood

- [5] Andrew Fuligni studies the mental health of adolescents at the University of California, Los Angeles. He wanted to understand which sleep habits help teens feel and perform their best. To find out, his team surveyed 419 students. Each was between the ages of 13 and 19. Every day for two weeks, these volunteers recorded when they fell asleep and woke up. They also rated their moods and feelings the next day, such as their happiness, anxiety³ and pain.

Most students reported good moods after a night of eight to 10 hours of sleep. "Too much sleep and too little sleep are both extremes," says Pelayo. And both were linked with problems.

Within that eight-to-10-hour range, older kids seemed to need the least sleep. "A 17- or 18-year-old does not need as much sleep as a 14-year-old in order to function on a daily basis," Fuligni found. But, he adds, "They still need a sizeable amount of sleep."

The team published its findings August 18 in the *Journal of Clinical Child and Adolescent Psychology*.

Even among kids the same age, everyone needed a slightly different amount of sleep to feel good. One reason could be health issues that differ among them. For instance, in the new study, kids with anxiety and depression seemed to need more sleep to function well.

- [10] Sleep is a lot like appetite, Pelayo says. Just as people eat different amounts of food daily, sleep patterns between healthy people also may differ.

Choosing snoozing

Biologically, kids' bodies shift toward a later schedule during the teenage years. "They become more like night owls and less like early risers," says Fuligni. But despite the change in their internal body clocks, school start times and other schedules don't change.

"We have set up a system that's very difficult for many teenagers and some kids who might be at risk of mental and behavioral health problems," he concludes.

One way to help teens get enough sleep is to have school start later. Some school districts have already done this. They've found that the later times let kids sleep more. They also have seen fewer car accidents, higher test scores and better graduation rates. Because of this, California lawmakers are trying to change school start times in their state. If they succeed, California middle and high schools could start no earlier than 8:30 a.m.

But until schools change their start times, teenagers have to help themselves. Pelayo suggests teens sleep for 10 hours each night for a week or two. This will help them figure out how much sleep they need to feel their best.

- [15] Sleeping more on weekends to make up for missing sleep during the week isn't a good idea, though. Fuligni warns that getting different amounts of sleep each night can be bad for mental health.

Pelayo agrees. "The amount of sleep you get on weekdays and weekends should be the same," he says. We don't starve ourselves of food on weekdays and gorge on weekends, he points out. We shouldn't do that with sleep either.

Text-Dependent Questions

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

1. PART A: Which statement best expresses the central idea of the text?
 - A. Teenagers require a unique amount of sleep to fully function, which depends on their specific age and the individual demands of their body.
 - B. Adults who did not get enough sleep during their teenage years showed slower mental development than those who did get enough sleep.
 - C. Teenagers function better during the day if they are allowed to follow their internal clock and sleep as much as they can.
 - D. Sleeping for 8-10 hours a night supports teenagers' mental development and guarantees that teens perform better in school.

2. PART B: Which quote from the text best supports the answer to Part A?
 - A. "Their bodies want to stay awake later at night and sleep later in the morning. School still starts early, though." (Paragraph 3)
 - B. "'Too much sleep and too little sleep are both extremes,' says Pelayo. And both were linked with problems." (Paragraph 6)
 - C. "Even among kids the same age, everyone needed a slightly different amount of sleep to feel good. One reason could be health issues that differ among them." (Paragraph 9)
 - D. "They've found that the later times let kids sleep more. They also have seen fewer car accidents, higher test scores and better graduation rates." (Paragraph 13)







3. How does paragraph 13 contribute to the development of ideas in the text?
 - A. It shows how easy it is for schools to allow teenagers to sleep longer.
 - B. It emphasizes the positive outcomes of starting school later for teenagers.
 - C. It points out how uncommon it is for teenagers to go to school later in the U.S.
 - D. It explains why many states are hesitant to start school at a later time.

4. What is the author's main purpose in the text?
 - A. to argue that all schools should start later in the day
 - B. to warn teens about the dangers of staying up late
 - C. to compare the sleep patterns of teens and adults
 - D. to explore what the right amount of sleep is for teenagers

5. What is the relationship between teenagers' internal clocks and school schedules? Use evidence from the text in your answer.

Read and Roll – gr. 6-8

When you are done your 30 minutes of reading, you need to roll the die and write or chat about the question that matches the number below.

	<p>Make a connection (choose one)</p> <p>Connect the book to a world issue Connect the book to yourself with an event or character Connect the book to another similar text</p>
	<p>Summarize what you read.</p> <p>Summarize the important events in the story</p>
	<p>Make a Prediction</p> <p>Predict what you think is going to happen next in the story and explain how you know that will happen.</p>
	<p>Explain Your Reaction</p> <p>Explain your thoughts about character choices, Character feelings, or events that happened in the story.</p>
	<p>Questioning</p> <p>What would you like to know more about? If you reread the section, which parts would you want to understand fully? What more details do you need?</p>
	<p>Purpose</p> <p>Explain why the author choose the cover illustration. Explain why the author choose the title. Explain the author's purpose for writing and is there a lesson?</p>

MVP

By Clare Mishica
2015

Clare Mishica has written for Highlights. In this short story, a boy wants to be named the most valuable player of his team for scoring the most baskets during the championship game. As you read, take notes on how the narrator interacts with his teammates during the game.

8:00

- [1] The red numbers on the clock showed that there was one quarter left in the game. In just eight minutes, one team would win the seventh-grade championship. The score was tied at 24.

Our sweaty team huddled¹ around Coach Sanchez. "Pass it around and don't get boxed in," he warned. "When you're open, shoot."

We stuck our hands into the middle. "Go, Eagles!"

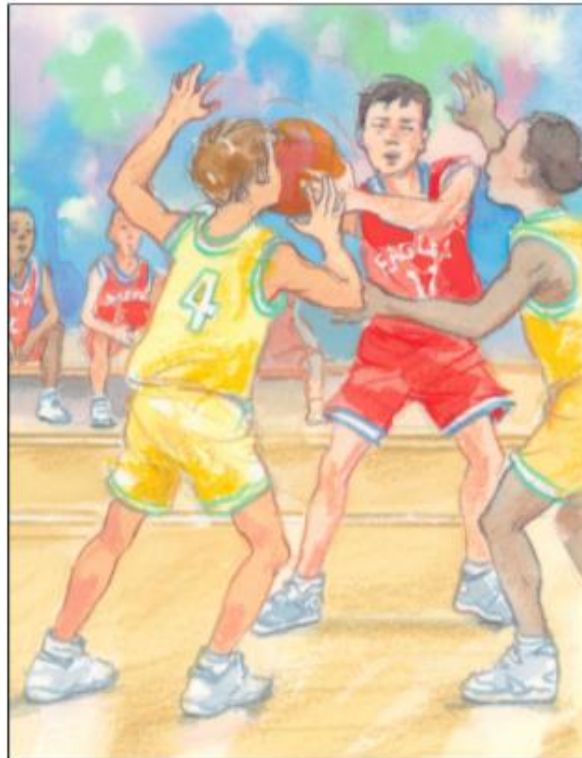
Back on the floor, Brandon had the ball. I was open, but he passed it to Cole. Cole had a great turn-around jump shot, but I was a good shot, too. In fact, we each had six points so far. But Cole was more popular, and the team fed² him the ball.

7:00

- [5] The Kings took possession of the ball and tied the score. Then Cole was fouled³ and sank his two free throws. That added two points to our team's score — and to the score in my head. It shouldn't have mattered, but for once I wanted to outscore Cole. I wanted to show the team that I could be the MVP — most valuable player.

The Kings dribbled down, but Jeff stole the ball and threw a long, hard pass to me. I saw Cole running toward the bucket, but no one was guarding me either. I dribbled in and shot. The ball swished through for two.

Cole slapped my hand. "Good shot, Derek."



"Every time I got the ball, the Kings double-teamed me." by Susan Spellman is used with permission.

1. **Huddle (verb):** to crowd together closely
2. to pass the ball to a player in a game
3. to make a play that breaks a rule in a game

~ ~

"Thanks," I said. I didn't worry about whether or not I should have passed the ball. Cole had his fair share of chances.

6:00

The score bounced back and forth: Eagles 30, Kings 32. Eagles 35, Kings 34. The score in my head kept bouncing, too: Derek 8, Cole 10. Derek 12, Cole 11.

5:00

- [10] I ran down the court, trying to guard my man. I jumped straight up as he shot, and my hand knocked the ball just enough to send it off the backboard.

Cole got the rebound and dribbled down the court. He passed the ball to me and ran under the basket. I ignored him and shot, but the ball bounced off the rim.

"Cole was open," said Jeff.

"So was I," I muttered. But I felt rotten inside.

"Hey, it's no big deal," said Cole. "We're all trying to win this game. We're a team."

4:00

- [15] It happened fast. Cole was on the floor holding his ankle, his face twisted with pain.

Coach Sanchez was there in a second. "We'll put some ice on it," he said. "You're done playing."

Cole nodded, then Coach helped him to the bench.

Everyone cheered for Cole, and I felt my heart hammer in my ears. Now I was going to be the MVP without a doubt.

3:00

We were up by four. Brandon took the ball down and passed it to me. I jumped up to shoot from the side, but suddenly two King players were guarding me instead of one. I lost the ball.

- [20] The Kings dribbled down and passed the ball to one of their key players. Cole had held him to just four points. Justin, Cole's substitute, couldn't move as fast, and the King player scored.

"You can do it!" Cole shouted from the bench, but it didn't look good.

Every time I got the ball, the Kings double-teamed⁴ me. They figured that with Cole gone, they could shut me down and win. Cole had helped divide their attention before, and he'd guarded one of their best shooters. I'd never thought about how much that helped my game.

2:00

"Time out!" called Coach Sanchez, and we ran off the floor.

[25] "We need points, guys," said Coach as we crowded around him.

"Get it to Brandon," I blurted⁵ out. "They're leaving him open when they double-team me."

Everyone looked at Brandon. He hardly ever shot.

"Give it a try," said Coach.

1:00

I took the ball down the court. Two Kings boxed me in,⁶ leaving Brandon wide open. I faked a shot and bounce-passed the ball to him. He caught it and hesitated.⁷

[30] "Shoot!" I shouted.

Brandon let it fly — right into the bucket. We won by one huge point as the buzzer sounded. The gym exploded with cheers.

We were all jumping around when I spotted Cole on the bench.

"Hey," I said. "Great game."

"You, too," said Cole, slapping my back. "Great idea to pass it to Brandon. Congratulations on getting MVP."

[35] I'd been waiting a long time to hear those words, but they didn't seem so important now. "Thanks," I said. "It was a team effort."

And I finally understood just what that meant.

Text-Dependent Questions

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

1. PART A: What is the central message of the story?
 - A. Working together can help you achieve great things.
 - B. Sports can help people make strong friendships.
 - C. It's important to always better yourself in sports.
 - D. Sports players should focus on having fun rather than winning.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "I wanted to show the team that I could be the MVP — most valuable player." (Paragraph 5)
 - B. "He passed the ball to me and ran under the basket. I ignored him and shot, but the ball bounced off the rim." (Paragraph 11)
 - C. "Now we were down by one. Our school had a shot at its first championship, but time was running out." (Paragraph 23)
 - D. "'Get it to Brandon,' I blurted out. 'They're leaving him open when they double-team me.'" (Paragraph 26)

3. How does the narrator feel whenever Cole scores during the game?
 - A. He's happy that their team will likely win the championship.
 - B. He's worried that Cole is going to score more points than he will.
 - C. He's jealous that Cole is better at getting the ball than he is.
 - D. He's embarrassed that he's not proving himself to his teammates.

4. What happens to make the narrator understand the value of teamwork?
 - A. He helps his team win the game by giving the ball to Brandon.
 - B. He has a conversation with Cole about the importance of teamwork.
 - C. He is passed the ball by a teammate and scores a point.
 - D. He and his teammates help Cole off the court when he gets hurt.

5. Why is it important to the story that the narrator passes to Brandon?

What a Pro Knows: Playing to Win

By Christine Louise Hohlbaum
2016

Tamika Catchings is a retired professional basketball player. She spent her entire 15-year career with the Indiana Fever, a women's American basketball team. In this informational text, Christine Louise Hohlbaum discusses Catchings's life and accomplishments. As you read, take notes on what challenges that Catchings faced growing up.

- [1] Olympic gold medalist Tamika Catchings is a star both on and off the court. The daughter of NBA player Harvey Catchings is a Women's National Basketball Association (WNBA) All-Star. She is also the creator of a foundation that helps children. It may surprise some people to know Catchings was born partially deaf.¹ She says that's exactly what motivated her to become the star she is today.

Meeting the Challenge

Because she was hard of hearing, Catchings could not speak well, and she had to wear hearing aids. Her classmates teased her constantly. She would run home from school and hide in her room for hours. "I cried and prayed a lot," she admits.

Catchings spent a lot of time at school playing basketball. She was good at it and she worked hard. She worked hard on her class subjects, too. She began to dream of a career in sports.

"Being good in sports [and at school] was my challenge to those who made fun of me," she says. "People... couldn't say that I wasn't smart, and they couldn't challenge me on the court, field, or wherever. That was my challenge to them."

- [5] Catchings knew from visiting her father's practices how much hard work it took to be a pro basketball player. But she knew what she wanted and was willing to work for it. The fact that there was no professional women's basketball team at the time didn't stop her from reaching for her goal. She just thought she would have to join a men's team. Then in 1996, the WNBA was formed.

Today, Catchings plays for the Indiana Fever. She does not wear her hearing aids on the court. She does wear them when she speaks publicly and whenever else she thinks she needs them. She travels the world to play basketball and to speak out on behalf of hard-of-hearing people.



"Catchings wears number 24. Her dad wore 42!" by Courtesy of Frank McGrath/Pacers Sports & Entertainment is used with permission.

1. lacking the ability to hear, or having a difficult time hearing

Catchings's dedication² to her family is constant. "There were plenty of times that I wanted to give up, but my family was there to support me to strive for bigger and better things," she says. "Giving up was not an option."

Text-Dependent Questions

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

1. PART A: What is the central idea of the text?
 - A. Catchings felt pressured by her father to be the best female player in basketball.
 - B. Catchings experienced unfair treatment in basketball because of her gender.
 - C. Catchings didn't think that she could play basketball with her hearing loss.
 - D. Catchings used her struggles in life to drive her to do her best in sports.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "Catchings was born partially deaf. She says that's exactly what motivated her to become the star she is today." (Paragraph 1)
 - B. "Because she was hard of hearing, Catchings could not speak well, and she had to wear hearing aids." (Paragraph 2)
 - C. "Catchings knew from visiting her father's practices how much hard work it took to be a pro basketball player." (Paragraph 5)
 - D. "She travels the world to play basketball and to speak out on behalf of hard-of-hearing people." (Paragraph 6)

3. Which of the following describes how the information in the text is organized?
 - A. The author compares Catchings' experiences being deaf as a child with her experiences as an adult.
 - B. The author discusses the challenges Catchings encountered, and then how she became successful as a basketball player.
 - C. The author describes Catchings' experiences in basketball before there was a women's team, and then how they changed after.
 - D. The author discusses the support that Catchings' family offered her, and then how they contributed to her success.

4. How did Catchings' peers treat her, and how did this contribute to her commitment to basketball and school?

Journaling Benefits & Tips

Why Journal? What are some benefits?

- May help you better understand yourself and others around you. It can help you find out what makes you happy and confident or what causes you stress and unpleasant emotions.
- Recognizing what causes you stress will allow you to reflect on ways you can work towards changing these situations.
- It can help you achieve your goals.
- May help you solve problems by giving you the time to think them out thoroughly.
- May help calm you and reduce your stress. Writing about unpleasant situations and emotions can help lessen their intensity.
- It can also help you be more grounded.
- It can help strengthen your self-discipline.

Tips for new journal writers...

- Protect your privacy. This is your journal with your words, feelings and thoughts. You do not have to share or let others read - unless you want to.
- You can date your entries. This will allow you to go back and re-read your past entries and reflect on what you knew then and what you know now.
- Do not overthink it. Don't worry about mistakes or grammar. Do not worry about not writing enough.
- Be free to feel and write or doodle however you'd like.
- There are NO rules for journaling. These are just tips. Journal how you want and what you want.



Gr. 6-8:

	Self-Edit	
	Checklist Items	After completing each step, place a check here.
Punctuation	I read my written piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.	<input type="checkbox"/>
	Quotation marks are included where needed.	<input type="checkbox"/>
Capital Letters	I checked for capitals at the beginning of sentences.	<input type="checkbox"/>
	Proper nouns begin with capital letters.	<input type="checkbox"/>
Grammar	My sentences are complete thoughts and contain a noun and a verb.	<input type="checkbox"/>
	I don't have any run-on sentences.	<input type="checkbox"/>
Spelling	I checked spelling and fixed the words that didn't look right.	<input type="checkbox"/>

10 MINUTES TO REFLECT ON YOUR DAY

_____ Date:

Three moments you'd like to remember:

--	--	--

One idea from today you'd like to explore further:

Your initial thoughts:

Two events or news stories out in the world that caught your attention:

One of the day's triumphs, big or small:

One of the day's challenges, big or small:

One thing you learned from your triumph or challenge:

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10 MINUTES TO EXPLORE A NEW IDEA

_____ Date:

An exciting new idea you're considering:

Three important details about your idea:

--	--	--

One or two reasons your idea appeals to you:

Three details you're still working out:

--	--	--

Your initial thoughts on whether and how to proceed:

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10 MINUTES TO BUILD A LASTING MEMORY

Date: _____

The moment, person, or place you want to remember:

One or two reasons this memory is meaningful to you:

The details, big and small:

A few words or a sentence to sum it all up:

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10 MINUTES TO RECOGNIZE THE GOOD STUFF

Date: _____

Things, people, and places you adore:

One thing you've worked hard to achieve:

One thing that's going well right now:

Two subjects or pursuits you're passionate about:

Two people you can count on for warm hugs and kind words:

Three things to look forward to:

--	--	--

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10 MINUTES TO CELEBRATE A FRIENDSHIP

Date: _____

Your friend's name:

Things you do together:

The story of how you met:

Words to describe your friend:

Words to describe your friendship:

One recent adventure with your friend that you'll always remember with a smile:

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<h2>one thing</h2>	<h2>one person</h2>	you miss:
you excel at:	you crave:	you'd like to get to know better:
you make the best of:	you giggle about:	you can disagree with and still adore:
you hope for:	you can be you with:	you've learned from:
<h2>one place</h2>	you go for fun:	you share your secrets with:
you'd go back to in a heartbeat:	you go for a great meal:	you remember fondly:
	you go to see people you love:	you've never been:

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Five reasons why being kind makes you feel good — according to science

By Jo Cutler, Robin Banerjee
2018

Have you ever experienced that warm, fuzzy feeling after doing something kind for someone else? In this informational text, Jo Cutler and Robin Banerjee discuss five reasons why being kind to others makes you feel good. As you read, take notes on why people are kind to others and how it affects them.

- [1] Everybody can appreciate acts of kindness. But when it comes to explaining why we do them, people often take one of two extreme positions. Some think kindness is something completely selfless that we do out of love and care, while others believe it is just a tool that we cunningly¹ use to become more popular and reap the benefits.

But research shows that being kind to others can actually make us genuinely happy in a number of different ways. We know that deciding to be generous or cooperating with others activates an area of the brain called the striatum. Interestingly, this area responds to things we find rewarding, such as nice food and even addictive drugs. The feel-good emotion from helping has been termed “warm glow” and the activity we see in the striatum is the likely biological basis of that feeling.



"Untitled" by rawpixel is licensed under CC0

Of course, you don't have to scan brains to see that kindness has this kind of benefit. Research in psychology shows a link between kindness and well-being throughout life, starting at a very young age. In fact, even just reflecting on having been kind in the past may be enough to improve teenagers' mood. Research has also shown that spending extra money on other people may be more powerful in increasing happiness than spending it on yourself.

But why and how does kindness make us so happy? There are a number of different mechanisms involved, and how powerful they are in making us feel good may depend on our personalities.

1. Contagious smiling

- [5] Being kind is likely to make someone smile and if you see that smile for yourself, it might be catchy. A key theory about how we understand other people in neuroscience suggests that seeing someone else show an emotion automatically activates the same areas of the brain as if we experienced that emotion for ourselves.

You may have been in a situation where you find yourself laughing just because someone else is — why not set off that chain of good feelings with a nice surprise for someone?

2. Righting a wrong

The same mechanism also makes us empathize² with others when they are feeling negative, which could make us feel down. This is particularly true for close friends and family, as our representations of them in the brain physically overlap with our representations of ourselves. Doing a kind act to make someone who is sad feel better can also make us feel good — partly because we feel the same relief they do and partly because we are putting something right. Although this effect is especially powerful for people we are close to, it can even apply to humanitarian problems such as poverty or climate change. Getting engaged with charities that tackle these issues provide a way to have a positive impact, which in turn improves mood.

3. Making connections

Being kind opens up many different possibilities to start or develop a social connection with someone. Kind acts such as buying someone a thoughtful present or even just a coffee strengthens friendships, and that in itself is linked to improved mood.

Similarly, charities offer the opportunity to connect with someone on the other side of the world through donating to improve their life. Volunteering also opens up new circles of people to connect with, both other volunteers and those you are helping.

4. A kind identity

- [10] Most people would like to think of themselves as a kind person, so acts of kindness help us to demonstrate that positive identity and make us feel proud of ourselves. In one recent study, even children in their first year of secondary school recognized how being kind can make you feel “better as a person ... more complete,” leading to feelings of happiness. This effect is even more powerful when the kind act links with other aspects of our personality, perhaps creating a more purposeful feeling. For example, an animal-lover could rescue a bird, an art-lover could donate to a gallery or a retired teacher could volunteer at an after-school group. Research suggests that the more someone identifies with the organization they volunteer for, the more satisfied they are.

5. Kindness comes back around

Work on the psychology of kindness shows that one out of several possible motivations is reciprocity, the returning of a favor. This can happen directly or indirectly. Someone might remember that you helped them out last time and therefore be more likely to help you in the future. It could also be that one person being kind makes others in the group more kind, which lifts everyone's spirits. Imagine that you bake cakes for the office and it catches on so someone does it each month. That is a lot more days that you're getting cakes than providing them.

The story doesn't end there. Being kind may boost your mood, but research has also shown that being in a good mood can make you more kind. This makes it a wonderful two-way relationship which just keeps giving.

Text-Dependent Questions

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

1. PART A: Which statement best expresses the central idea of the text?
 - A. Most people are kind towards others without realizing they are actually being selfish, as they expect something in return.
 - B. People are only ever truly kind when they do something good for someone else without receiving anything in return.
 - C. The brain recognizes acts of kindness as rewarding because positive social interactions are an important part of human survival.
 - D. Showing kindness towards others can improve your mood through positive social interactions and reinforcing the notion that you're a good person.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "We know that deciding to be generous or cooperating with others activates an area of the brain called the striatum. Interestingly, this area responds to things we find rewarding,"(Paragraph 2)
 - B. "Doing a kind act to make someone who is sad feel better can also make us feel good – partly because we feel the same relief they do and partly because we are putting something right." (Paragraph 7)
 - C. "For example, an animal-lover could rescue a bird, an art-lover could donate to a gallery or a retired teacher could volunteer at an after-school group." (Paragraph 10)
 - D. "Work on the psychology of kindness shows that one out of several possible motivations is reciprocity, the returning of a favor." (Paragraph 11)

3. How does paragraph 1 contribute to the authors' explanation of kindness in the text?
 - A. It shows how people have conflicting opinions about why people are kind.
 - B. It introduces the idea that being kind to others makes us feel good.
 - C. It emphasizes the idea that people are kind more often than we realize.
 - D. It highlights the darker motivations for why people are kind.

4. What is the authors' main purpose of the text?
 - A. to encourage readers to be kinder to one another
 - B. to emphasize the disadvantages of only being concerned with yourself
 - C. to explore the different explanations for why being kind make us happy
 - D. to suggest that humans are kind for largely selfish reasons

5. What is the relationship between how others feel and how we feel? Use details from the text in your response.

Michael Jordan: A Profile in Failure

By Jeff Stibel
2017

*Jeff Stibel is a brain scientist, author, and businessman. With his partner Kobe Bryant, he founded Bryant Stibel to support others starting new businesses. In this text, Stibel discusses Michael Jordan's failures. **Skill Focus:** In this lesson, you'll practice identifying an author's central idea and how they support it. This means paying attention to the evidence and reasons they give for their idea. As you read, make note of the details that support the author's central idea about failure and success.*

-] Michael Jordan needs no introduction. Something of a legend for turning failure into success, he is the author of the longest quote on my company's failure wall — which was tricky to paint but worth the extra effort:

I've missed more than 9,000 shots in my career. I've lost almost 300 games. Twenty-six times, I've been trusted to take the game-winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed.



["JORDAN 23"](#) by Marco Varisco is licensed under CC BY-SA 2.0

Most of us don't fail or succeed in the glare of a national spotlight, much less do it thousands of times, with analysts endlessly critiquing¹ every move. Perhaps that's why people love sports: they provide a black and white analogy² for the gray backdrop of life. The ball is in or it's out, the basket is made or missed, the game is won or lost. Watching our favorite stars pull through when the chips are down³ **inspires** us to do the same in our own lives. And no one has **inspired** more sports fans, young and old alike, than Michael Jordan.

The story of Michael Jordan not making his high school team has been told and retold, but continues to **inspire** with each retelling. In 1978, sophomore Michael Jordan tried out for the varsity⁴ basketball team at Laney High School. When the list was posted, Jordan's name wasn't on it. Instead, he was asked to play on the junior varsity team.

- [5] The reasoning behind the choice wasn't that Jordan didn't have enough talent or hadn't already **distinguished** himself as an outstanding basketball player. Rather, it came down to seniority, size, and a strategic decision: The varsity team already had eleven seniors and three juniors. That left space for only one more player, and the coaches chose another sophomore, Jordan's friend Leroy Smith. Smith was not as good as Jordan but he added size to the team, as he was 6'6" compared to Jordan's diminutive 5'10". What's more, the coaches knew that if Jordan had been chosen for the varsity team, he would play only when needed as a substitute for the more senior varsity players. On the junior varsity team he would get more playing time and a chance to truly develop.

It was a perfectly logical choice for the coaches to assign Jordan to the junior varsity team for his sophomore year. But 15-year-old Jordan was devastated⁵ when the list was posted without his name. In his mind, it was the ultimate defeat, the ultimate failure. "I went to my room and I closed the door and I cried. For a while I couldn't stop. Even though there was no one else home at the time, I kept the door shut. It was important to me that no one hear me or see me." Jordan was heartbroken and ready to give up the sport altogether until his mother convinced him otherwise.

After picking himself up off the floor, Jordan did what champions do. He let his failure and disappointment drive him to be better. He played on the junior varsity team, and he worked himself to the limit. "Whenever I was working out and got tired and figured I ought to stop, I'd close my eyes and see that list in the locker room without my name on it, and that usually got me going again."

It became a pattern throughout Jordan's life that a disappointment or setback resulted in a redoubling of effort.⁶ High school rival player Kenny Gattison, who led his team to beat Jordan's team for the high school state championship, put it this way: "You got to understand what fuels that guy, what makes him great. For most people the pain of loss is temporary. [Jordan] took that loss and held on to it. It's a part of what made him."

For most people, public failure becomes public humiliation,⁷ and that leads to retreat. Fear of public speaking is a good example. Few people are psychologically afraid of speaking their mind and even fewer have physical speech impediments⁸ preventing them from doing so. Yet glossophobia, the technical term for speech anxiety, is consistently ranked among the most prevalent⁹ mental disorders, with a reputed 75% of the world's population experiencing some degree of anxiety around public speaking. Our fears have little to do with speaking, of course, and far more to do with the perceived impact and reaction that our audience may have. But for Jordan and elite¹⁰ performers like him, the fear of failure and public ridicule is transformed into a drive for success.

- [10] The pattern of defeat followed by success would follow Jordan to the University of North Carolina and later to the NBA. His **relentless** drive would lead him to break numerous records and become the most decorated player¹¹ in the history of the NBA. What's more, he's credited with dramatically increasing the popularity of basketball both in the United States and internationally, and **inspiring** the next generation of basketball players including LeBron James, Dwyane Wade, and Kobe Bryant. You can't think of the word "champion" without thinking of Michael Jordan, and there's no better proof that failure is simply a stepping stone to success.
-

Michael Jordan faced another formidable¹² challenge decades later, when he became the owner of the NBA basketball franchise, the Charlotte Bobcats. Jordan had been a minority owner since 2006 but bought the majority stake from Bob Johnson in 2010. At the time, the business was hemorrhaging,¹³ so Jordan used his own money to cover the significant operating losses¹⁴ the team was experiencing.

The first season was lackluster¹⁵ but things got worse. In the 2011-2012 season, the team earned a mere 7 wins alongside 59 losses — the worst record of any team ever in the history of the NBA.

In addition to — or maybe because of — their disastrous record, the Bobcats had poor community support. The Bobcats brand was synonymous¹⁶ with disappointment, **despite** having one of the best basketball brands of all time at the helm — Michael Jordan himself.

But after the 2012-2013 season came to a close, Jordan started to turn things around. First, he brought in former Lakers assistant coach Steve Clifford to replace Mike Dunlap. In a change every bit as important as the new coach, Jordan agreed to remove himself from the process of managing the team's operations.

- [15] Instead, Jordan focused on what Jordan can do better than anyone else: revitalizing¹⁷ the brand. He **applied** for and received permission to change the team name to the Charlotte Hornets. Jordan himself became more involved in community events and forged a connection between the team and the city.

The changes paid off. The team finished the 2013-2014 season with a winning record of 43-39, the second best year in the history of the franchise. They even made it to the playoffs. At the same time, ticket and merchandise sales skyrocketed¹⁸ and public opinion improved dramatically. The team was well on its way to making both a comeback and a profit.

Most of us look to successful people and assume they can do anything because of their past successes. The old joke about asking your doctor for stock tips comes to mind, as if just because you can cure an illness, you have wisdom about everything. Doctors don't make great stockbrokers,¹⁹ brain surgeons are horrible rocket scientists, CEOs aren't usually exceptional cooks, and basketball stars are rarely great baseball players (you can ask Jordan about that last one as well).²⁰ Experience and knowledge are only valuable where **applicable**.

This mindset doesn't just fog our external lenses,²¹ it also blurs how we see ourselves. It is often hard for successful people to admit that they won't be good at something new. In Jordan's case, his basketball skills didn't translate into basketball management. It took some time, but Jordan certainly deserves credit for acknowledging²² what wasn't working and trying new things until he hit on a winning combination. He gave up managing and focused on marketing, a skill he was uniquely qualified for. For Jordan, that became the recipe for success:

It's harder than most people think. Some people have been in this business a lot longer and still haven't put together a sustainable, successful scenario. When you make bad decisions, you learn from that and move forward. I think I'm better in that sense. I've experienced all of the different valleys and lows about ownership and the success of businesses. Does that constitute me being a better owner? Then I guess I am.

[20] Hard, yes, but flexing a new muscle²³ is also exhilarating,²⁴ especially when you eventually succeed. As Jordan puts it, "...it's been fun. It's been hard, but I've had fun doing it."

Text-Dependent Questions

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

1. What is the central idea of the article?
 - A. Michael Jordan inspired many through his skills and talents on the basketball court.
 - B. Michael Jordan inspired many through his message that failure is not necessary for success.
 - C. Michael Jordan succeeded through failure after adopting the attitude that failure can lead to success.
 - D. Michael Jordan succeeded through failure after adopting the attitude that avoiding risks can lead to success.

2. Which detail from the article best demonstrates the connection between success and failure?
 - A. "Twenty-six times, I've been trusted to take the game-winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed." (Paragraph 2)
 - B. "The story of Michael Jordan not making his high school team has been told and retold, but continues to inspire with each retelling." (Paragraph 4)
 - C. "The pattern of defeat followed by success would follow Jordan to the University of North Carolina and later to the NBA." (Paragraph 10)
 - D. "It is often hard for people to admit that they won't be good at something new." (Paragraph 18)

3. Which detail would be most important to include in a summary of this text?
 - A. "The ball is in or it's out, the basket is made or missed, the game is won or lost." (Paragraph 3)
 - B. "The reasoning behind the choice wasn't that Jordan didn't have enough talent or hadn't already distinguished himself as an outstanding player." (Paragraph 5)
 - C. "After picking himself up off the floor, Jordan did what champions do. He let his failure and disappointment drive him to be better." (Paragraph 7)
 - D. "Fear of public speaking is a good example. Yet glossophobia, the technical term for speech anxiety, is consistently ranked among the most prevalent disorders." (Paragraph 9)

4. Which of the following best describes how the author develops the connection between success and failure in the article?
 - A. The author establishes Michael Jordan as a successful player due to long hours of practices and pure talent and skill.
 - B. The author reports statistics from Michael Jordan's basketball record to prove he was both a success and a failure at the sport.
 - C. The author highlights key events in Michael Jordan's basketball career to show how moments of failure or rejection pushed him harder.
 - D. The author describes what happened at Michael Jordan's junior varsity games to show how he used missed opportunities to push him harder.

5. Write a summary of the article in 4-5 sentences.

The best way to deal with failure

By Selin Malkoc
2017

Chances are you've failed at something in your life. But that doesn't mean it has to be for nothing. In this informational text, Selin Malkoc explores the best way to deal with failures and benefit from them. As you read, take notes on the different ways people can think about their failures.

- [1] Failure is a part of life, and we make mistakes pretty much every day. How do we cope?¹ Or better yet, how should we cope?

Academics and the mainstream media tend to offer a simple solution: Don't let it get to you and think about how things could have been worse.

These self-protective thoughts usually make you feel better. You move on.

But is it possible that popular wisdom is missing a bit of the puzzle? Does setting aside the negative emotions make you any less likely to repeat the mistake? Noelle Nelson, Baba Shiv and I decided to explore possible upsides of feeling bad about failure.



"Laptop, book, pen and desk HD photo" by Estée Janssens is licensed under CCD

Feeling the pain

- [5] Even though they're unpleasant, we feel negative emotions for a reason: They likely played an important role in human evolution and survival.

Negative emotions tell us to pay attention, signaling that something's wrong — with our body, with our environment, with our relationships.

So if you avoid negative emotions, you also might be avoiding the thing that needs your attention. Could deciding to focus on the negative emotions associated with failure lead to thoughts about self-improvement — and, with time, actual improvement?

We designed a series of experiments to test this question.

In the studies, we used something called a two-stage paradigm: First participants attempted a task in which they failed; then — after series of unrelated tasks — they would have the opportunity to redeem² themselves.

- [10] In one, we asked our participants to search the internet for the lowest price for a particular blender brand and model (with the possibility of winning a cash prize if they were successful). In reality, the task was rigged. At the end, the participants were simply told that the lowest price was US\$3.27 less than what they had found. We then asked half the participants to focus on their emotional response to having failed, while the other half were instructed to focus on their thoughts about how they did. Then we asked them to reflect, in writing, on how they felt.

After a few unrelated tasks, we gave the participants a chance to redeem themselves. In this seemingly unrelated task, we told participants to imagine that they were going to the birthday of a friend who wanted a book as a gift. We also told them that the book they find should be a bargain.

We found that participants who were previously instructed to focus on the negative emotions following their failure in the blender task spent nearly 25 percent more time searching for a low-priced book than those who had been instructed to focus on their thoughts.

When we examined the written responses, we also found some important differences.

Those who had focused on their failure — rather than dwelling on how they felt — tended to have defensive responses: “I didn’t care much about this anyway”; “It would have been impossible to find that price.”

- [15] In contrast, the participants who had spent time parsing³ their emotions produced thoughts oriented toward self-improvement: “If I’d only searched longer, I would have found that price”; “I gave up too quickly.”

Not all mistakes are the same

It appears that focusing on the emotions of failure can trigger different thoughts and behaviors. Perhaps when you reflect on how bad you feel after failing, it motivates you to avoid experiencing that feeling again.

But could this improvement migrate into other endeavors — for tasks unrelated to the original?

To test this question, we added a variation of the second gift scenario. Instead of telling the participants to find an affordable book (which involved a price search like the original task), we asked them to find a book that they thought their friend would like. In this case, it didn’t matter whether participants had focused on their emotions or thoughts after the first task; they spent similar times searching for the best gift. It seems as though the improvement only happens if the second task is somewhat similar to the original, failed one.

While “feeling your failure” can be a good thing, it doesn’t change the fact that this can hurt. There’s a reason people tend to instinctively rationalize or have self-protective thoughts after they’ve made a mistake.

[20] It would be debilitating⁴ if you were to focus on how bad you felt after each failure, big and small. So it's up to you to decide which failures to try to improve upon, and which failures to shield yourself from. Clearly, one-off events or inconsequential⁵ mistakes — taking the wrong turn in a foreign city or being late to a party with friends — don't make the best candidates (hence the saying "don't sweat the small stuff").

But if you've failed at something that you know you're going to have to confront in the future — say, a task for a new role at work — pause and feel the pain. Use it to fuel improvement. If you focus on how bad you feel, you'll probably work harder to ensure you don't make a same mistake again.

Text-Dependent Questions

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

1. PART A: Which statement identifies the central idea of the text?
 - A. Focusing on the negative emotions of failures can help you make better decisions in tasks related and unrelated to the original failed task.
 - B. It's important to embrace the negative emotions that come with certain failures, as this could help you do better in the future and avoid additional failures.
 - C. It's better to focus on how you can improve in the future than the negative emotions associated with a perceived failure.
 - D. People who avoid focusing on the negative emotions associated with failure report being happier overall, but tend not to learn from their mistakes.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "Academics and the mainstream media tend to offer a simple solution: Don't let it get to you and think about how things could have been worse." (Paragraph 2)
 - B. "Those who had focused on their failure — rather than dwelling on how they felt — tended to have defensive responses: 'I didn't care much about this anyway'" (Paragraph 14)
 - C. "Perhaps when you reflect on how bad you feel after failing, it motivates you to avoid experiencing that feeling again." (Paragraph 16)
 - D. "Clearly, one-off events or inconsequential mistakes — taking the wrong turn in a foreign city or being late to a party with friends — don't make the best candidates (hence the saying 'don't sweat the small stuff')." (Paragraph 20)

3. How does the introduction of the text contribute to our understanding of failure (Paragraphs 1-4)?
- A. They explore why people often don't learn from the mistakes that they make.
 - B. They discuss the benefits of remaining positive in the face of failure.
 - C. They explore how people are typically encouraged to deal with failure.
 - D. They emphasize how normal it is to experience failure at some point in your life.
4. What is the relationship between how a person thinks about negative emotions and their actions?
- A. Focusing on negative emotions can encourage someone to do what's necessary to avoid feeling that way again.
 - B. Acknowledging negative emotions can make someone more upset and act more impulsively.
 - C. Avoiding negative emotions makes people feel better about themselves and helps them make better decisions.
 - D. Thinking about negative emotions or experiences as an opportunity for growth helps people perform better in tasks.

5. The author discusses different tasks participants were asked to do after failing at something. How does this contribute to our understanding of the effects of focusing on failure?

Gr. 6-8 – Self-care BINGO

Go on a walk or a bike ride	Create a scrapbook, collage, or video slideshow of your favorite memories from this school year	Call a family member or friend and talk to them	Create a social distancing playlist of 10 songs or more	Do mindful coloring
Go on a virtual tour of a museum or national park	Write a letter or an email to someone you appreciate	Play a game that doesn't include technology: cards, board games, puzzles, sudoku , etc.	Read a new book	Try a 15-30 minute YouTube exercise video (yoga, dance, anything!)
Draw, paint, build, or create something	Start learning a new skill you've always wanted to try	FREE SPACE: Any self-care activity of your choice	Journal every day for one week about what you're doing or how you're feeling	Recreate a famous piece of art
Do that thing you've been avoiding or procrastinating on	Try 10-15 minutes of mindfulness or breathing exercises	Write a gratitude list of what you are thankful for	Research something you have always been curious about	Pick one room in your home and straighten up/organize/clean it
Drink 64 ounces of water today	Take a nap	Create your own board game or card game	Try to cook or bake something new	Watch a movie or TV show you have been meaning to see



Quarantine Bingo: Promoting Family Connection

See how many of these activities you can complete with your child. The goal is to build social skills, promote connection and build coping strategies to deal with the stress and change during the pandemic. Wishing you all well!

Cook a meal with your child. Initial and date:	Ask your child to read to you. Initial and date:	Listen to music together. Sing along, harmonizing helps us deal with stress. Initial and date:	Practice mindfulness together: Take 10 deep belly breaths and notice how you feel. Initial and date:	Tell your child what you love about them. Initial and date:	Plant something and watch it grow. Initial and date:
Monitor how they use the internet on their phone or home computer. Discuss ways to be safe. Initial and date:	Share 3 things you are grateful for. Initial and date:	What are your family traditions? Create a new tradition during this time. Initial and date:	Exercise together. Do the '7 minute workout' or another form of exercise in your home. Initial and date:	Ask your child what they want to be when they are older. Talk about steps to meet their goals. Initial and date:	Make a list of all the things that are great about your family. Initial and date:
Play a board game as a family instead of a video game. Initial and date:	Practice compassion and forgiveness. Initial and date:	Celebrate small wins! Notice what others did right instead of what they did wrong. Initial and date:	Make artwork together. Draw, color, make a collage, act out a play... Initial and date:	Look through family photos and tell stories of when your child was young. Initial and date:	Have your child interview a grandparent about what it was like when they were little. Initial and date:
We are all feeling a lot of emotions right now. Talk about how you are feeling as a family and how you cope. Initial and date:	Play hide and seek. Initial and date:	Sit down for a meal together without the TV on. Initial and date:	Random acts of kindness. Do something nice for another member of the family and don't tell them you did it. Initial and date:	Learn something new: a dance, a craft, a phrase in another language. Learning together is fun! Initial and date:	Share joy with others. Put a sign with a positive statement or write a letter to a neighbor. Initial and date:

What Is May Basket Day?

By **Melanie Aman**

May Basket Day is a lovely tradition with a long history. Sadly, most kids today have never heard of it. If you don't know what we're talking about either, here's the colorful history behind this heartwarming spring ritual.

During a more innocent time, people would gather their flowers after April's showers had passed, and they would arrange them in sweet little baskets with candies and treats. On May 1, everyone would gather their baskets and hang them on their neighbors' doors.

May Day also doubled as a mini-Valentine's Day because basket-hangers would often leave their bouquets tied to the door of someone whom they had a crush on. If the recipient caught someone in the act of hanging a basket on his or her door, he or she had to chase the other person and give them a kiss.

Kids today might laugh at such an idea, but back in the late 19th and early 20th century, May Basket Day was observed by many. By the 1960s, journalists wrote about how few were still celebrating the day. Now, almost 60 years later, the tradition is only practiced by small pockets of the country. However, we think it's high-time to bring this habit back!

May Day: Basket Delivery Tips



A viewing guide

Name: _____

The tradition of the May basket dates back to _____. It's a _____
_____ Tradition.

The idea behind a May basket is that you take _____ like _____,
_____, and _____ (no _____). What you do, is you sneak up
to your _____'s house, you've got to put it on the doorstep and get the heck out.
Because, if they catch you, traditionally, they're supposed to chase you down and give you a
_____.

A couple of things you've gotta remember: be _____, gotta have a _____,
cover your _____ (because of today's technology and _____.)
_____ first!

Carpe diem = _____ the day

Video courtesy of Pleasantville Youth Initiative: www.youtube.com/watch?v=J2qLhIkAXM4