

Name: _____

A voice is a very

powerful thing.

The first to apologize

is the bravest.

If you cannot be kind,

be silent.

Stimulus for Questions 1 – 8

Passage 1: Should everyone get a prize? by Brenda Iasevoli

1 You signed up for soccer, and played every game of the season. Sure, you're not the best player on the team, but most days you gave it your all. Do you deserve a trophy?

2 If the decision is up to Carol Dweck, the answer would likely be no. She's a psychology professor at Stanford University, in California. She says a player doesn't have to be the best to get a trophy. But those who receive an award should have to work for it. She suggests trophies go to the most improved player, or the one who contributed most to the team spirit, as well as to those who play the best.

3 "The trophy has to stand for something," Dweck told TFK. "If we give a trophy to everyone, then the award has no value." Dweck argues that giving kids trophies for particular reasons, such as improving in a sport, teaches kids that adults value hard work and trying our best.

4 Others say that there's no harm in giving awards to all kids who play a sport, regardless of how they played or whether or not they improved.

5 "I think we should encourage kids' participation in sports," says Kenneth Barish, a psychology professor at Weill Cornell Medical College, in New York City. "A trophy is one way to encourage kids' efforts."

6 Barish argues that when we single out only the best or even the most improved players with a trophy, we are teaching kids the wrong lesson. We are sending the message that winning is everything. "Winning is only part of the equation," Barish told TFK. "Playing sports also teaches kids about teamwork and the importance of exercise."

7 There will be plenty of opportunity for kids to learn about competition as they get older, says Barish. They'll soon realize that only one soccer team wins the World Cup and only one football team wins the Super Bowl. For now, he thinks there's nothing wrong with letting all kids who play a sport feel like winners. That means trophies for everyone.

8 What do you think? Should all kids on a sports team get a prize for participation?

Glossary

TFK: *Time For Kids*, a magazine for kids

participation: taking part in

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Passage 2: Should Every Kid Get a Trophy?

by Lauren Tarshis

9 Walk into the bedroom of 12-year-old Lucas, a sixth-grader from New Jersey, and you might think you've stumbled into a sports hall of fame. There are trophies everywhere

10 Lucas has earned his trophies by simply showing up to practices and games.

11 "This has become practically a universal policy in many communities," says Karen Coffin, a coach who writes about youth sports.

12 Experts say that the "trophies for all" policy is part of a bigger change that has swept youth sports over the past two decades. Back when your parents were learning how to swing a bat, team life could be brutal. Often, coaches openly favored their star athletes. Less-gifted players would spend entire games sitting on the bench.

13 Today, rules in many leagues require equal playing time for all team members. "The focus isn't on winning," says Coffin. "It's about building skills."

Question 1

Read the sentences from Passage 1.

"But those who receive an award should have to work for it. She suggests trophies go to the most improved player, or the one who contributed most to the team spirit, as well as to those who play the best." (paragraph 2)

What does the phrase contributed most to mean?

- (A) took the most from
- (B) thought the most about
- (C) added the most toward
- (D) worried the most about

Question 2

Which sentence describes how information is presented in Passage 1?

- (A) It describes thoughts from students.
- (B) It compares information from experts.
- (C) It uses personal stories to support opinions.
- (D) It focuses on the example of a young athlete.

Question 3

Based on Passage 2, why are leagues supporting equal playing time for players?

- (A) to make sure that players were not rewarded for just showing up
- (B) to allow kids more chances to participate and build skills
- (C) because the players needed to improve their health
- (D) because some kids were not getting trophies

Question 4

What does the word universal mean as it is used in paragraph 11 of Passage 2?

- (A) common
- (B) group
- (C) new
- (D) written

Question 5

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

According to Passage 2, why do some experts say giving trophies to everyone on a team should not be allowed?

- (A) because young athletes get too many prizes
- (B) because too many youth athletes will want to play
- (C) because it supports the idea that losing is acceptable
- (D) because it supports the idea that rewards come without hard work

Part B

Which sentence from Passage 2 supports the answer in Part A?

- (A) "The focus isn't on winning," says Coffin." (paragraph 13)
- (B) "Today, more kids than ever are playing a huge range of team sports." (paragraph 14)
- (C) "A worker doesn't get a raise just for arriving on time." (paragraph 15)
- (D) "I'm out of space." (paragraph 18)

Sample Response: 2 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

According to Passage 2, why do some experts say giving trophies to everyone on a team should not be allowed?

- (A) because young athletes get too many prizes
- (B) because too many youth athletes will want to play
- (C) because it supports the idea that losing is acceptable
- (D) because it supports the idea that rewards come without hard work

Part B

Which sentence from Passage 2 supports the answer in Part A?

- (A) "The focus isn't on winning," says Coffin." (paragraph 13)
- (B) "Today, more kids than ever are playing a huge range of team sports." (paragraph 14)
- (C) "A worker doesn't get a raise just for arriving on time." (paragraph 15)
- (D) "I'm out of space." (paragraph 18)

Question 6

Read the sentence from Passage 2.

"Experts say that the 'trophies for all' policy is part of a bigger change that has swept youth sports over the past two decades." (paragraph 12)

What does the word swept mean in this sentence?

- (A) cleaned up
- (B) blocked out
- (C) dropped from
- (D) spread through

Name # _____

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Question 7

Below are three ideas from Passage 2. Select the boxes to show whether each idea supports or does not support giving trophies for participation.

	Supports participation trophies	Does not support participation trophies
sends the wrong message to kids about what to expect in the future	<input type="checkbox"/>	<input type="checkbox"/>
makes kids feel good about themselves for participating in sports teams	<input type="checkbox"/>	<input type="checkbox"/>
encourages kids to play for fun, rather than just winning	<input type="checkbox"/>	<input type="checkbox"/>

Whitewater Valley Elementary

General Music – Mr. Frye

Music Brain Bag

Dear WVE music parents,

Here is some information that will hopefully keep your child/children musically occupied during any school closures that may occur. I have been using a Youtube channel in class with every grade level at some point so far this school year. It is called "Visual Musical Minds", and there are exercises for all grade levels in several areas of general music that are both fun and highly informative. Since the music classes only meet once a week, I'm only asking that you try to get 30 minutes of practice per week. Any additional time is up to you, but I suspect that most (if not all) students might work longer because they are very enjoyable music lessons. This will require computer access as well as some parent supervision for your children to use. Here's what you'll need to do:

- Go to Youtube and type "Visual Musical Minds" in the search bar.
- Click on the link at the top of the page with the picture of VMM's creator Nathan Walby.
- You are now on the VMM page. Find the "Playlists" link along the top bar. The videos are under different categories for the different musical concepts they cover.

Here are the specific assignments for the different grade levels:

- 1st grade – Click on "Rhythm reading videos". The 1st graders recently worked on these, so some review will be helpful. Start with level one and progress as far as you can. Rhythms can be clapped or tapped with a pencil or pen.
- 2nd grade – These students also worked on "Rhythm reading videos", so they can do this also. I was going to move to some combinations of playing and singing, so they may also do some work in the "Songs for Singing and Learning" section. Do-Re-Mi is particularly fun!
- 3rd & 4th grade – With our Showcase performance coming up, I would like for the students in these two grades to practice as much as they can on their recorder playing. Go to the "Recorder Songs" section where the 3rd graders will find all five of the songs we were working on for our performance (DON'T FORGET THAT "MERRILY WE ROLL ALONG" ISN'T THERE, BUT "MARY HAD A LITTLE LAMB" IS BASICALLY THE SAME). The 4th graders will find "When the Saints Go Marching In" and "Ode to Joy" on this same section. If they wish to work on "Amazing Grace", they will have to use their sheet music packets to practice that song.
- 5th grade – These students have been working on Bucket Band songs for their performance. They can get some rhythm-reading-practice using the "Rhythm-reading-videos" section, but they should find the Intermediate rhythms on the list. There's also a good rhythm lesson on Syncopation that might be helpful in their rhythm reading efforts. Additionally, if they have their music folders with them, they will be able to practice their actual songs for the performance by finding the following songs—5S "I Feel Good" by James Brown—5Hu "Free Ride" by the Edgar Winter Group—5H either "Sweet Home Alabama" by Lynard Skynard or "Rock Around the Clock" by Bill Haley and the Comets.

Thank you in advance for your understanding in these strange circumstances. If there is any confusion at all about the music lessons on the VMM site, please email me with any questions you have at deron.frye@southwestschools.org

PARENTS -- Please have your child log any time they spend working on their music lessons. Again, I'm asking for 30 minutes of practice, but obviously any extra time spent on this will benefit when classes resume. Also, if your child takes any private music instruction, they may count this as time spent on the practice log.

Whitewater Valley Elementary

General Music - Mr. Frye

Practice log

Students name _____

Parent/Guardian signature _____

Date	# of minutes	What did I work on?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		