

Class Act



Audrey Brown, 12, led the way in stocking up a personal care pantry for neighbors in need.

LEXILE: 990L

SOCIAL STUDIES (NCSS) STANDARD: Individuals, Groups, and Institutions

COMMON CORE (CCSS) STANDARDS: RI.6-8.1, RI.6-8.3, RI.6-8.4, SL.6-8.4

ENGAGE THE READER

Start by having students make a bulleted list of all they do to get ready in the morning. Next to each bullet, have them list the products they use (for example, next to “brush my teeth,” they might list toothpaste, a toothbrush, and mouthwash). Introduce the class to the term *personal care items*, and explain that these are products that people use to take care of themselves and their hygiene. Have students circle these products on their list and talk about them. Then have them read “Class Act,” about a girl who helps people access items like those.

QUESTIONS FOR CLOSE READING AND DISCUSSION

- Why is the headline “Class Act”? Why do you think so many students came together for the product drive?
- Why is hygiene poverty an important problem to help solve? What impact might the hygiene products have on those receiving them?

EXTEND LEARNING

Make a list of the hygiene products from the beginning of the lesson on the board. Next to each item, have students put a sticky note with the predicted cost of the product. Then research the cost as a class. Discuss how often these items might need to be replaced, and what the benefit of higher-cost items might be. Remind students of the hierarchy of needs that they learned about earlier in the school year. You can show them the video [here](#) as a reminder. Which category does hygiene fall under? Return to the last of the discussion questions above.

Depending on the needs of your students and their community, you can either create a personal care closet in your classroom or host a hygiene product drive. If you make a closet in your class, you can include items such as lip balm, hair ties, combs, moisturizer, mouthwash, deodorant, etc., for students to take. Take items from the closet yourself, to help normalize its use. If you host a drive, have students research a place that might be in need of the products.

COVER STORY QUIZ + ANSWER KEY

The cover quiz can be found on page 2 of this guide.

To create a digital quiz, you can use our template [here](#).

1. A (RI.5) **2. B** (RI.1) **3. A** (RI.1) **4. B** (RI.8) **5. D** (RI.2)

6. D (RI.6) **7. Answers will vary.** (W.2)

Name _____ Date _____

Use this week's cover story, "Class Act," to answer the questions below. For questions 1–6, circle the letter next to the best answer. If you need more space to write your response to question 7, use the back of this page.

<p>1. What's the most likely reason the author started the article with a question to the reader?</p> <p>A. to grab the reader's attention</p> <p>B. to teach about the economy</p> <p>C. to give readers a reason to celebrate and cheer like the students in the article</p> <p>D. to make a serious point to readers</p>	<p>4. Which person quoted in the text says that families living paycheck-to-paycheck have to make sacrifices to survive?</p> <p>A. Audrey Brown</p> <p>B. Katy Medley</p> <p>C. Jodie Rubino</p> <p>D. all of the above</p>
<p>2. What first inspired the brainteaser that was described in the introduction of the article?</p> <p>A. the increased cost of toothpaste</p> <p>B. the game show <i>The Price Is Right</i></p> <p>C. cheers from the class</p> <p>D. Audrey Brown's product drive</p>	<p>5. What's the main problem described in the text?</p> <p>A. Medina County is one of the wealthiest in Ohio.</p> <p>B. In Medina county, 28% of residents live paycheck-to-paycheck.</p> <p>C. The donated items were gone in 15 minutes.</p> <p>D. There are people who cannot afford items they need for health and cleanliness.</p>
<p>3. What program did Audrey Brown create in third grade?</p> <p>A. Smile Mail</p> <p>B. Medina Personal Care Pantry</p> <p>C. Spark Medina</p> <p>D. A.I. Root Middle School</p>	<p>6. Which word best describes Audrey Brown?</p> <p>A. leader</p> <p>B. thoughtful</p> <p>C. caring</p> <p>D. all of the above</p>

7. Describe the impact that hygiene poverty might have on a person and why it's an important problem to help solve.
