6th Grade April 27 - May 1





by W.M. Akers



In December, 1864, the Civil War was nearly over. The armies of the Union had conquered most of the South, but the fighting was not finished. Hoping to reverse the war's course, the Confederate general John Bell Hood marched his army toward Nashville. The capital of Tennessee, Nashville, had been under Union control since 1862. Capturing it, Hood hoped, could save the Confederacy.

It was freezing cold when the battle started on December 15. The Confederate troops were outnumbered. They fought in ragged unifdhms, sometimes without shoes. Against the superior Union army, they had no hope. On December 16, Hood was defeated. The war was over.

The Union won the Civil War four months later. Although the Southern states returned to the Union, the country remained divided. Fifty years later, most of the war's veterans were dead. Around the country, towns and cities had begun building monuments in their memory. In the North, monuments were built to honor the Union. In the South, monuments honored the Confederacy. Even though the states were united again, no one built a monument to both sides.

In 1914, Mrs. James E. Caldwell and her group, the Ladies Battlefield Association, began raising

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money to build a monument for those who died in the Battle of Nashville. They hired Italian sculptor Giuseppe Moretti to design a statue. They raised money by hosting balls and asking local businesses for donations. By 1927, they had enough, and the monument was completed.

Moretti's statue showed a young man standing between two horses. Behind it, a tall white obelisk was built, with an angel at the top. "No guns, no swords, no trappings of war mar the peace-like beauty," Mrs. Caldwell said. It was not a war monument, but a peace monument.

The structure was special because it honored all those who died in the war-no matter which side they fought for. Built less than a decade after World War I, it was also dedicated to the American soldiers of that conflict.

In 1974, a tornado knocked the 40-foot-tall obelisk to the ground, where it shattered to pieces, along with the angel at its top. Moretti's sculpture was damaged, but it was repaired. The city did not have the money, however, to build a new column. A few years later, an interstate was built beside the monument, blocking it from view, and making it hard for anyone to get to it.

For two decades, the monument was alone-out of sight and nearly forgotten by the public. In 1992, the Tennessee Historical Commission chose a new location for the monument, inside a small park near the original battlefield. Again, fundraising was necessary-to move the statue and construct a new obelisk.

The original statue cost \$30,000 in 1927. To move and restore it would cost much more-some estimate more than \$500,000. But after seven years of work, the money was collected, and the statue was rededicated-with a brand new obelisk to go with it. Finally, Mrs. Caldwell's monument was whole again, and the message of peace could be seen once more.

Name:

Date:

- 1. Which Civil War battle was fought from the 15th to the 16th of December 1864?
 - A. Battle of Gettysburg
 - B. Battle of Atlanta
 - C. Battle of Shiloh
 - D. Battle of Nashville

2. How does the author describe the Confederate troops led by General John Bell Hood?

- A. lacking in discipline
- B. courageous and undefeated
- C. poorly equipped and outnumbered
- D. well-prepared to face the Union soldiers

3. The United States remained divided fifty years after the Civil War. What evidence from the text supports this conclusion?

A. "Fifty years later, most of the war's veterans were dead."

B. "Around the country, towns and cities had begun building monuments in their memory."

C. "In 1914, Mrs. James E. Caldwell and her group, the Ladies Battlefield Association, began raising money to build a monument for those who died in the Battle of Nashville."

D. "In the North, monuments were built to honor the Union. In the South, monuments honored the Confederacy... No one built a monument to both sides."

4. What made Caldwell's monument "not a war monument, but a peace monument"?

- A. It was not built to honor a particular war or battle.
- B. It did not depict any weapons or war paraphernalia.
- C. It had an angel on top of the obelisk.
- D. It had two horses.

5. What is this passage mostly about?

- A. the high cost of lives of the Civil War
- B. the ongoing struggle with inequality in the United States
- C. the construction and restoration of a monument in Tennessee
- D. how best to raise money for public works projects

6. Read the following sentences: "The Confederate troops were outnumbered. They fought in ragged uniforms, sometimes without shoes. Against the **superior** Union army, they had no hope."

As used in the passage, what does the word "superior" mean?

- A. better
- B. condescending
- C. older
- D. poorer

7. Choose the answer that best completes the sentence below.

______ two decades spent out of sight behind an interstate, in 1992 the monument found a new home in a small park near the site of the original battle.

- A. Thus
- B. After
- C. Includinig
- D. Above all

8. What made Mrs. Caldwell's monument different from previous Civil War monuments?

9. Why is Mrs. Caldwell's monument able to memorialize the Civil War and World War I?

10. How does the monument convey a "message of peace"?



The Wolf Within

We love dogs, all types of dogs: small dogs, big dogs, yappy dogs, lap dogs. Each year we spend billions of dollars on our canine pals, making sure our lovable mutts have enough to eat and lots of toys to play with.

For their part, dogs love us. They lick our faces, protect our homes, and come when we call them (sometimes).

But where did our favorite four-legged companions come from? How and when did dogs get to be our best friends? Some scientists believe they have found some of the answers.

From Wolf to Woof

Scientists have long known that dogs evolved from wolves. Just when the transformation from wolf to

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dog actually took place, however, remained a mystery.

Some said dogs evolved as a separate species 135,000 years ago in two parts of the world. One group of dogs developed in Europe and Asia from Asian wolves. Another group evolved in North, Central, and South America from American wolves.

Now, researchers say, those theories are wrong. New studies suggest that*domesticated*, or tamed, dogs first appeared 15,000 years ago in eastern Asia. They also say that every modern dog, from the Taco Bell Chihuahua to Frank, the adorable pug in the movie *Men in Black II*, descended from approximately five female Asian wolves, the mothers of all modern dogs.

Old Bones

How did scientists come to those conclusions? Scientist Jennifer Leonard and a team of researchers began investigating the **origins** of dogs by collecting the bones of canines that once lived in North, Central, and South America before Christopher Columbus arrived in 1492.

Researchers then **extracted** a bit of DNA from the cells in those bones. DNA is the substance that makes up the genes of living things. Genes determine a dog's inherited characteristics, such as eye and fur color.

The scientists then compared the DNA samples to the DNA of modern dogs and wolves not only in North and South America, but also in Europe and Asia. Scientists found that the genes of the ancient American dogs were similar to the genes of dogs born in Europe and Asia. Scientists also concluded that every breed of dog, from English setters to Labrador retrievers, descended from wolves that lived in Europe and Asia and migrated to North and South America.

Land Bridge

Scientists suspect dogs first set paw in North America by following settlers across a land bridge that once linked northern Asia and North America.

"We can't say in detail how [the dogs got to America]; that's something for the future," said Peter Savolainen, a scientist in Sweden. "But what's certain is that by 9,000 years ago, [dogs] were in America and all over Europe and Asia."

Good Friends

No one knows exactly how dogs became domesticated. Some researchers believe that they accomplished that task themselves over a number of generations by hanging around human campsites sniffing for scraps of food. Those that were not afraid of people ate well, survived, and multiplied.

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Other researchers say that humans manipulated every aspect of canine behavior by breeding dogs for certain traits.

Either way, dogs developed an uncanny ability to pick up human signals, endearing the pups to humans, scientists say. As the years passed, humans and dogs became fast friends, a relationship that has lasted thousands of years.

Today, there are 78.2 million owned dogs in the United States. In a recent survey of U.S. dog owners, 94 percent said they own dogs for companionship.

"He's really a good friend," 11-year-old Kerry Knott said about her family's Weimaraner. "I try to look out for him."

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Name:

Date:

1. According to new studies, what did every modern dog descend from?

A. the Taco Bell Chihuahua

B. English setters and Labrador retrievers

C. American wolves in North, Central, and South America

D. approximately five female Asian wolves

2. What does the author describe in the section "From Wolf to Woof"?

A. The author describes how dogs that were not afraid of people ate well, survived, and multiplied.

B. The author describes how researchers say some theories about the way in which dogs evolved from wolves are wrong.

C. The author describes how researchers extracted DNA from the cells in the bones of dogs.

D. The author describes how genes determine a dog's inherited characteristics, such as eye and fur colors.

3. Read these sentences from the text.

"Some [scientists] said dogs evolved as two separate species 135,000 years ago in two parts of the world. Now, researchers say, those theories are wrong."

What evidence in the text supports the conclusion that those theories are wrong?

A. Each year we spend billions of dollars on our canine pals.

B. Asian wolves came to the Americas with Christopher Columbus in 1492.

C. Scientists found that the genes of the ancient American dogs were similar to the genes of dogs born in Europe and Asia.

D. Five female Asian wolves developed an uncanny ability to pick up human signals.

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4. Scientists have long known that dogs evolved from wolves. But no one knows exactly how dogs became domesticated.

Based on these sentences, what can you infer about wolves?

- A. Wolves are not domesticated.
- B. Wolves became extinct.
- C. Wolves come when people call them.
- D. Wolves were raised by scientists.
- 5. What is the main idea of this text?
 - A. Christopher Columbus arrived in the Americas in 1492.

B. Researchers say every modern dog, including American dogs, descended from Asian wolves.

- C. A land bridge once linked northern Asia and North America.
- D. Dogs are the most popular type of pet in the United States.
- 6. Read these sentences from the text.

"Scientists have long known that dogs evolved from wolves. Just when the transformation from wolf to dog actually took place, however, remained a mystery."

Based on these sentences, what does the word "evolve" most likely mean?

- A. to develop and change
- B. to die off completely
- C. to outlive
- D. to tame

7. Read this sentence from the text.

"Scientists suspect dogs first set paw in North America by following settlers across a land bridge that once linked northern Asia and North America."

What word or phrase could replace "once linked" without changing the meaning of the sentence?

- A. later linked
- B. always linked
- C. still links
- D. used to link

8. Scientists used to think dogs evolved in two different groups in which two parts of the world?

9. According to new studies by scientists, how do the genes of ancient American dogs compare to the genes of dogs born in Europe and Asia?

10. Read these sentences from the text:

Some [scientists] said dogs evolved as a separate species 135,000 years ago in two parts of the world. One group of dogs developed in Europe and Asia from Asian wolves. Another group evolved in North, Central, and South America from American wolves. Now, researchers say, those theories are wrong.

Explain how what scientists learned about the genes of ancient American dogs and the genes of dogs born in Europe and Asia affected their theories about how dogs evolved.

Support your answer with evidence from the text.

Join the NoRedInk Daily Quick Write Challenge!

Keep your writing skills sharp with daily practice. Take the challenge to write for at least 15 minutes every day!

How the challenge works



- 1. Find a good spot to be your "writing spot." Try to pick a place without distractions, where you'll be able to keep your focus.
- 2. Choose your method for writing (e.g., computer, pencil and paper).
- 3. Set a timer for 15 minutes, or look at a clock to figure out your ending time.
- 4. Find the prompt of the day. Feel free to write about a different topic if you already have something in mind that you feel strongly about!
- 5. Start writing! Challenge yourself to keep writing until the timer goes off.

Feeling stuck? Try these strategies!

- Read the prompt again to see if it sparks any new ideas.
- Read through what you've written to see if it prompts any ideas. Look for thoughts to expand on or ideas you haven't discussed yet.
- As you read what you've written, try asking yourself:
 - Why?
 - How?
 - So what?
 - Now what?
 - What does this look like, sound like, or feel like?

Use your answers to keep writing!

Tips for keeping your streak



- **Track your writing streak** to see your progress! (You can find a <u>tracking sheet</u> at the end of the list of prompts.)
- **Build a team**. Complete the challenge with a friend or family member. Encourage each other to stick with writing every day!
- **Stay consistent**. Try doing your challenge at the same time each day. This will help you build a habit of writing.
- **Share your writing**. Knowing that a real audience will see your work can be motivating! Your audience could be a friend, classmates, family members, or a teacher.



Week 1 Prompts

Day 1: Soundtrack of Your Life

If you could create a soundtrack for your life, what songs would you include and why? Discuss at least two songs and explain why you picked them.

Day 2: Flight or Invisibility?

Would you rather be able to fly or turn invisible? Why? What would you do with your power? What problems would having this power cause?

Day 3: If... Then...

Write a story made up entirely of if-then sentences. Start your story with "If it rains today, then I'll wear my yellow jacket," and end with "If that song repeats one more time, then I'll start doing cartwheels." How do these two if-then scenarios tie together?

Day 4: Agree or Disagree?

Do you agree or disagree with the following statement? Imagination is more important than knowledge. Explain your position.

Day 5: An Explanation for Aliens

Imagine you're exploring space and you come across aliens who have never been to Earth. How would you describe money to them?

Week 2 Prompts

Day 6: What Would You Make Free?

If you could make one thing (an item or a service) in the world free of charge to everyone, what would you choose and why? How would this change the world?

Day 7: Jingle Challenge

Write a jingle to advertise your favorite dessert to the tune of "Twinkle, Twinkle Little Star." What is so special about this dessert? How can you describe it in a memorable, catchy way?

Day 8: Changing Places

Pick a celebrity or famous figure you admire and imagine swapping places with this person for the day. What would you do? Write a story about your day.

Day 9: Missing Character

Describe a new character you would add to your favorite book, television show, or movie. What does your character look like? What would the character's role be? How would your character get along with the existing characters?

Day 10: Diary of a Shoe

Write a diary entry from the perspective of a well-worn shoe. Imagine it's been the most exciting day of your life. Describe what happened, what you noticed, and how you are feeling.



Week 3 Prompts

Day 11: What's Behind the Door?

Write a suspenseful scene that starts like this: "The floorboards creaked as I crept down the hallway. My heart thumping, I reached for the door knob."

Day 12: Nine Lines

Write a nine-line poem with nine words in the first line, eight words in the second line, and so forth, until the last line has only one word. Feel free to write about anything you'd like, but challenge yourself to stick to the structure! If you're not sure where to start, try thinking of that last word first.

Day 13: Thank You Letter

Think of someone who has made an impact on your life but might not know it. Write a thank you letter explaining how this person has helped you.

Day 14: The Fairy Tale Times

Write a short news article based on a scene from a fairy tale. First, present a headline, like "Party Guests Shocked as Carriage Turns Into Pumpkin" (from Cinderella). Then, report what happened, including quotes from eyewitnesses.

Day 15: A Trip to the Future

Imagine you're going to time travel 100 years into the future. Describe what you expect to see and do on your trip. How do you predict life will be different?

Week 4 Prompts

Day 16: A Snapshot from My Life

Find a photo that means something to you (on your phone, in a photo album, or online). Describe the scene in the photo, then tell the story behind it. Explain where and when the photo is from and why it's important to you.

Day 17: A Superhero's Day Off

Imagine you're a superhero on your day off. You just want to have a relaxing day, but you get called to the rescue for a silly request. What happens next? Describe the scene.

Day 18: Counting "Likes": Positive or Negative?

Should Instagram and other social media sites display exactly how many "likes" a post receives? Write a paragraph arguing whether counting "likes" has a more positive or negative impact on users.

Day 19: Cartoon Clothes

Cartoon characters often wear the same outfit at all times (think SpongeBob SquarePants or Scrooge McDuck!), and their clothes give the audience clues about their personalities. If you were a cartoon character, what would you wear? Describe your outfit and explain what it would say about you.

Day 20: Play-by-Play

Visualize yourself doing an everyday activity like washing dishes or brushing your teeth. Now, describe the scene the way a sports commentator would, making every action sound as dramatic as possible.



Week 5 Prompts

Day 21: Bad Plans

Write the beginning of a fictional story that starts with this line: "This was the last time I would agree to one of Greg's plans." (Feel free to swap out "Greg" for a different name!)

Day 22: Time Capsule

Imagine you've just dug up a time capsule that you buried five years ago. What would be inside? Describe at least three items from the time capsule and explain what each one meant to you five years ago. Would the items still be important to you now?

Day 23: Robot Assistant

If you had a robot as a personal assistant, what tasks or activities would you want it to help you with? What tasks would you prefer to do without your robot's help? Explain your thinking.

Day 24: Song Review

Write a review of a song you've heard recently. Explain what you like or dislike about the song, including details about both the music and the lyrics. Who would you recommend this song to?

Day 25: Mind Your Phone Manners

Do you agree or disagree with the following statement? "If you're with your friends, you should avoid checking your phone." Write a paragraph to persuade others of your opinion.

Week 6 Prompts

Day 26: I've Got a Deal for You

Choose an object in the room you're in. Now, imagine you're a salesperson trying to convince someone to buy it. Describe the object, making it sound as interesting, beautiful, or useful as possible.

Day 27: Talker or Listener?

Would you rather be known for always saying the right thing, or for being a good listener? Explain why.

Day 28: Is It or Isn't It?

Is a hotdog a sandwich, or not? Explain your position.

Day 29: Rewind

Imagine you had the ability to rewind life for ten minutes at a time. How would you use this power? Would this ability be more dangerous or helpful for yourself and others? Explain your answer.

Day 30: Doggy Mail

Pretend you're a dog, and write an email to another dog about everything you saw, smelled, heard, touched, and tasted during a recent trip to the park.



Week 7 Prompts

Day 31: A Brand New Holiday

If you could invent a holiday to celebrate anything—such as a favorite food, one of your role models, or a historic event—what would you celebrate? How and why should others observe your invented holiday?

Day 32: Act of Kindness

Write a paragraph about an act of kindness you participated in or experienced during the past month. Describe what happened, and explain how you felt after.

Day 33: Based on a Book

Write a letter to convince a production company like Netflix or Disney to turn one of your favorite books or video games into a TV show. Why would this book or game make an enjoyable series? Who should play the main characters? Which part of the book or game would you be most excited to watch?

Day 34: A Day in a Fictional World

Imagine being suddenly transported to a fictional world from a book, movie, or television show for one day. Tell the story of what happens to you over the course of the day. Include details about the places you visit and the people you meet.

Day 35: How Embarrassing!

What's something that you used to like or do that you now find slightly embarrassing? Why do you think your feelings have changed?

Week 8 Prompts

Day 36: Character Dance-Off

Imagine a dance-off between two of your favorite TV or cartoon characters. Write a paragraph describing the scene. Include details about the music, the dance moves, and who wins.

Day 37: Fictional Review

Think about a fictional business (like the Leaky Cauldron inn from the world of Harry Potter or Willy Wonka's chocolate factory). Pretend you're a customer and write a Yelp review of the business. Describe what was good or bad about the employees, the location, and your experience.

Day 38: What's Your Advice?

If you could give one piece of advice to a character from your favorite book or movie, what would you say and why?

Day 39: Experiences or Possessions?

Would you rather receive an object (like an item of clothing or an electronic device) or an experience (like tickets to a concert or sports game) as a gift? Why?

Day 40: Your Opposite

Invent a character who is the exact opposite of you. Imagine that you meet this character one day while reaching for the same item in the grocery store. Describe what happens in a way that reveals the differences between the two of you.



Week 9 Prompts

Day 41: Hero or Villain?

If you were playing a lead role in a movie, would you rather play a hero or a villain? Write a paragraph explaining what you would do in this role and why you would be good at it.

Day 42: How to Improve Your Mood

What's your favorite activity to do when you want to cheer yourself up? Briefly describe the activity and explain how it improves your mood.

Day 43: Animal Description

Pick an animal and list the first three words that come to your mind when you think of it. Then, write a description that makes it clear which animal you picked without using its name or any of those three words.

Day 44: Ten Years Older

Imagine waking up tomorrow morning and suddenly being ten years older. How would you feel about it? What two things would you do first?

Day 45: My Rules

Imagine you could create two new rules that everyone in your home has to follow. These rules can be as serious or silly as you want. What changes would you make, and why?

Week 10 Prompts

Day 46: A Pocket Story

Write a short story that starts with this line: "In my pocket, I had a candy wrapper, a ticket stub, and my uncle's credit card."

Day 47: Amazing Nature

What is the most amazing thing you have seen in nature or outdoors? Describe the experience and use details to paint a picture of what you saw for your reader.

Day 48: Star Player or Winning Team

Would you rather be the best player on a struggling sports team or the least skilled player on a great team? Explain your choice.

Day 49: Wish Mishap

Imagine a genie granted you a magic wish, but events didn't turn out the way you expected them to. Tell the story of what you wished for and what went wrong.

Day 50: Everyone Should Read This

Imagine you want to convince your English teacher to assign your favorite book for the whole class to read. Write a paragraph presenting your argument for why your classmates would like this book and what they could learn from it.



Week 11 Prompts

Day 51: All or None?

Would you rather have to listen to music all the time, or never be able to listen to music at all? Why?

Day 52: Video Calls for Beginners

Write a rhyme to teach an adult who's intimidated by technology how to make a video call. If you're not sure where to start, try having your lines rhyme with "call."

Day 53: New Teacher

Imagine this: you walk into your classroom on the first day of school to discover that your favorite fictional character is your new teacher! Describe what happens during the day.

Day 54: Making a Museum

If you created your own museum about one of your interests, what would you put in it? Write a paragraph describing the exhibits or items in your museum. Explain what you would want visitors to learn from their visit.

Day 55: Pleasant Surprise

Write a paragraph that starts like this: "I've never been more pleasantly surprised than when...." Feel free to make your paragraph as light-hearted or serious as you'd like.

Track your writing streak!

Check off each day that you complete the writing challenge.

Day 1	Day 2	Day 3	Day 4	Day 5
\sim	\sim	\sim	\sim	\sim
Day 6	Day 7	Day 8	Day 9	Day 10
\sim	\sim	\sim	\sim	\sim
Day 11	Day 12	Day 13	Day 14	Day 15
\sim	\sim	\sim	\sim	\sim
Day 16	Day 17	Day 18	Day 19	Day 20
\sim	\sim	\sim	\sim	\sim
Day 21	Day 22	Day 23	Day 24	Day 25
\sim	\sim	\sim	\sim	\sim
Day 26	Day 27	Day 28	Day 29	Day 30
\sim	\sim	\sim	\sim	\sim
Day 31	Day 32	Day 33	Day 34	Day 35
\sim	\sim	\sim	\sim	\sim
Day 36	Day 37	Day 38	Day 39	Day 40
\sim	\sim	\sim	\sim	\checkmark
Day 41	Day 42	Day 43	Day 44	Day 45
		\sim	\sim	\sim
Day 46	Day 47	Day 48	Day 49	Day 50
	\sim	\sim		\sim
Day 51	Day 52	Day 53	Day 54	Day 55

BONUS: Pick one of your favorite responses to share with a friend or family member!



Improvement: _____

Directions: Determine the product of the fractions.

Multiplication of Fractions II—Round 2

1.	$\frac{2}{3} \times \frac{5}{7}$	
2.	$\frac{1}{4} \times \frac{3}{5}$	
3.	$\frac{2}{3} \times \frac{2}{5}$	
4.	$\frac{5}{9} \times \frac{5}{8}$	
5.	$\frac{5}{8} \times \frac{3}{7}$	
6.	$\frac{3}{4} \times \frac{7}{8}$	
7.	$\frac{2}{5} \times \frac{3}{8}$	
8.	$\frac{3}{4} \times \frac{3}{4}$	
9.	$\frac{7}{8} \times \frac{3}{10}$	
10.	$\frac{4}{9} \times \frac{1}{2}$	
11.	$\frac{6}{11} \times \frac{3}{8}$	
12.	$\frac{5}{6} \times \frac{9}{10}$	
13.	$\frac{3}{4} \times \frac{2}{9}$	
14.	$\frac{4}{11} \times \frac{5}{8}$	
15.	$\frac{2}{3} \times \frac{9}{10}$	

16.	$\frac{3}{11} \times \frac{2}{9}$	
17.	$\frac{3}{5} \times \frac{10}{21}$	
18.	$\frac{4}{9} \times \frac{3}{10}$	
19.	$\frac{3}{8} \times \frac{4}{5}$	
20.	$\frac{6}{11} \times \frac{2}{15}$	
21.	$1\frac{2}{3}\times\frac{3}{5}$	
22.	$2\frac{1}{6} \times \frac{3}{4}$	
23.	$1\frac{2}{5} \times 3\frac{2}{3}$	
24.	$4\frac{2}{3} \times 1\frac{1}{4}$	
25.	$3\frac{1}{2} \times 2\frac{4}{5}$	
26.	$3 \times 5\frac{3}{4}$	
27.	$1\frac{2}{3} \times 3\frac{1}{4}$	
28.	$2\frac{3}{5} \times 3$	
29.	$1\frac{5}{7} \times 3\frac{1}{2}$	
30.	$3\frac{1}{3} \times 1\frac{9}{10}$	





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Fluency Support

Division of Fractions – Round 1

Directions: Evaluate each expression. Place the final answer in the last column in each section.

1.	9 ones ÷ 3 ones	
2.	9÷3	
3.	9 tens ÷ 3 tens	
4.	90 ÷ 30	
5.	9 hundreds ÷ 3 hundreds	
6.	900 ÷ 300	
7.	9 halves ÷ 3 halves	
8.	$\frac{9}{2} \div \frac{3}{2}$	
9.	9 fourths ÷ 3 fourths	
10.	$\frac{9}{4} \div \frac{3}{4}$	
11.	$\frac{9}{8} \div \frac{3}{8}$	
12.	$\frac{2}{3} \div \frac{1}{3}$	
13.	$\frac{1}{3} \div \frac{2}{3}$	
14.	$\frac{6}{7} \div \frac{2}{7}$	
15.	$\frac{5}{7} \div \frac{2}{7}$	
16.	$\frac{3}{7} \div \frac{4}{7}$	
17.	$\frac{6}{10} \div \frac{2}{10}$	
18.	$\frac{6}{10} \div \frac{4}{10}$	
19.	$\frac{6}{10} \div \frac{8}{10}$	
20.	$\frac{7}{12} \div \frac{2}{12}$	
21.	$\frac{6}{12} \div \frac{9}{12}$	
22.	$\frac{4}{12} \div \frac{\overline{11}}{12}$	

23.	$\frac{6}{10} \div \frac{4}{10}$	
24.	$\frac{6}{10} \div \frac{2}{5} = \frac{6}{10} \div \frac{1}{10}$	
25.	$\frac{10}{12} \div \frac{5}{12}$	
26.	$\frac{5}{6} \div \frac{5}{12} = \frac{5}{12} \div \frac{5}{12}$	
27.	$\frac{10}{12} \div \frac{3}{12}$	
28.	$\frac{10}{12} \div \frac{1}{4} = \frac{10}{12} \div \frac{1}{12}$	
29.	$\frac{5}{6} \div \frac{3}{12} = \frac{1}{12} \div \frac{3}{12}$	
30.	$\frac{5}{10} \div \frac{2}{10}$	
31.	$\frac{5}{10} \div \frac{1}{5} = \frac{5}{10} \div \frac{1}{10}$	
32.	$\frac{1}{2} \div \frac{2}{10} = \frac{1}{10} \div \frac{2}{10}$	
33.	$\frac{1}{2} \div \frac{1}{5} = \frac{1}{10} \div \frac{1}{10}$	
34.	$\frac{1}{2} \div \frac{2}{4}$	
35.	$\frac{3}{4} \div \frac{2}{8}$	
36.	$\frac{1}{2} \div \frac{3}{8}$	
37.	$\frac{2}{3} \div \frac{1}{6}$	
38.	$\frac{1}{3} \div \frac{4}{9}$	
39.	$\frac{5}{9} \div \frac{2}{3}$	
40.	$\frac{5}{6} \div \frac{2}{12}$	
41.	$\frac{2}{3} \div \frac{5}{12}$	
42.	$\frac{5}{12} \div \frac{1}{2}$	
43.	$\frac{2}{7} \div \frac{3}{14}$	
44.	$\frac{2}{7} \div \frac{9}{14}$	

COMMON CORE



engage^{ny}



Date:

4/2/15

COMMON CORE

Number Correct: _____

Fluency Support

Improvement: _____

Sprint Title – Round 2

Directions: Evaluate each expression. Place the final answer in the last column in each section

1.	12 ones ÷ 2 ones	
2.	12÷2	
3.	12 tens ÷ 2 tens	
4.	120 ÷ 20	
5.	12 hundreds ÷ 2 hundreds	
6.	1,200 ÷ 200	
7.	12 halves \div 2 halves	
8.	$\frac{12}{2} \div \frac{2}{2}$	
9.	12 fourths ÷ 3 fourths	
10.	$\frac{12}{4} \div \frac{3}{4}$	
11.	$\frac{12}{8} \div \frac{3}{8}$	
12.	$\frac{2}{4} \div \frac{1}{4}$	
13.	$\frac{1}{4} \div \frac{2}{4}$	
14.	$\frac{4}{5} \div \frac{2}{5}$	
15.	$\frac{2}{5} \div \frac{4}{5}$	
16.	$\frac{3}{5} \div \frac{4}{5}$	
17.	$\frac{6}{8} \div \frac{2}{8}$	
18.	$\frac{6}{8} \div \frac{4}{8}$	
19.	$\frac{6}{8} \div \frac{5}{8}$	
20.	$\frac{6}{10} \div \frac{2}{10}$	
21.	$\frac{7}{10} \div \frac{8}{10}$	
22.	$\frac{\frac{4}{10}}{\frac{1}{10}} \div \frac{7}{10}$	

the h		
23.	$\frac{6}{12} \div \frac{4}{12}$	
24.	$\frac{6}{12} \div \frac{2}{6} = \frac{6}{12} \div \frac{1}{12}$	
25.	$\frac{8}{14} \div \frac{7}{14}$	
26.	$\frac{8}{14} \div \frac{1}{2} = \frac{8}{14} \div \frac{1}{14}$	
27.	$\frac{11}{14} \div \frac{2}{14}$	
28.	$\frac{11}{14} \div \frac{1}{7} = \frac{11}{14} \div \frac{1}{14}$	
29.	$\frac{1}{7} \div \frac{6}{14} = \frac{1}{14} \div \frac{6}{14}$	
30.	$\frac{7}{18} \div \frac{3}{18}$	
31.	$\frac{7}{18} \div \frac{1}{6} = \frac{7}{18} \div \frac{1}{18}$	
32.	$\frac{1}{3} \div \frac{12}{18} = \frac{1}{18} \div \frac{12}{18}$	
33.	$\frac{1}{6} \div \frac{4}{18}$	
34.	$\frac{4}{12} \div \frac{8}{6}$	
35.	$\frac{1}{3} \div \frac{3}{15}$	
36.	$\frac{2}{6} \div \frac{1}{9} = \frac{1}{18} \div \frac{1}{18}$	
37.	$\frac{1}{6} \div \frac{4}{9}$	
38.	$\frac{2}{3} \div \frac{3}{4}$	
39.	$\frac{\frac{1}{3} \div \frac{3}{5}}{\frac{1}{5}}$	
40.	$\frac{1}{7} \div \frac{1}{2}$	
41.	$\frac{5}{6} \div \frac{2}{9}$	
42.	$\frac{\frac{5}{9} \div \frac{2}{6}}{\frac{1}{2}}$	
43.	$\frac{5}{6} \div \frac{4}{9}$	
44.	$\frac{1}{2} \div \frac{4}{5}$	









Name _____

Date _____

Lesson 6: Solving Problems by Finding Equivalent Ratios

Exit Ticket

Students surveyed boys and girls separately to determine which sport was enjoyed the most. After completing the boy survey, it was determined that for every 3 boys who enjoyed soccer, 5 boys enjoyed basketball. The girl survey had a ratio of the number of girls who enjoyed soccer to the number of girls who enjoyed basketball of 7:1. If the same number of boys and girls were surveyed, and 90 boys enjoy soccer, how many girls enjoy each sport?







Name _____

Date

Lesson 7: Associated Ratios and the Value of a Ratio

Exit Ticket

Alyssa's extended family is staying at the lake house this weekend for a family reunion. She is in charge of making homemade pancakes for the entire group. The pancake mix requires 2 cups of flour for every 10 pancakes.

- 1. Write a ratio to show the relationship between the number of cups of flour and the number of pancakes made.
- 2. Determine the value of the ratio.

- 3. Use the value of the ratio to fill in the following two multiplicative comparison statements.
 - a. The number of pancakes made is ______ times the amount of cups of flour needed.
 - b. The amount of cups of flour needed is ______ of the number of pancakes made.
- 4. If Alyssa has to make 70 pancakes, how many cups of flour will she have to use?







Name _____

Date

Lesson 8: Equivalent Ratios Defined Through the Value of a Ratio

Exit Ticket

You created a new playlist, and 100 of your friends listened to it and shared if they liked the new playlist or not. Nadhii said the ratio of the number of people who liked the playlist to the number of people who did not like the playlist is 75:25. Dylan said that for every three people who liked the playlist, one person did not.

Do Nadhii and Dylan agree? Prove your answer using the values of the ratios.







Lesson 9 6•1

Name _____

Date

Lesson 9: Tables of Equivalent Ratios

Exit Ticket

A father and his young toddler are walking along the sidewalk. For every 3 steps the father takes, the son takes 5 steps just to keep up. What is the ratio of the number of steps the father takes to the number of steps the son takes? Add labels to the columns of the table, and place the ratio into the first row of data. Add equivalent ratios to build a ratio table.

What can you say about the values of the ratios in the table?







Name_____

Date_____

Lesson 10: The Structure of Ratio Tables—Additive and **Multiplicative**

Exit Ticket

Show more than one way you could use the structure of the table to find the unknown value. Fill in the unknown values.

Number of Weeks	Amount of Money in Account
2	\$350
4	\$700
6	\$1,050
8	
10	









Classify and Describe Living Things

Have you ever picked a doon-head-clock? Scattered the seeds of a swine snout? Rubbed a lion's tooth on your chin? Perhaps even made a necklace of stink davie?

Most likely, you have. These are all names of a common flower, the dandelion. Many living things have dozens of names depending on where they are found. The mountain lion—also known as the puma, cougar and catamount—holds the Guinness World Record for animal with the most names: 40!

How do scientists from different parts of the world know what others are talking about? Think about how you might tell somebody about a new pair of shoes. You would probably name the color. You might describe the structure of the shoe. Maybe you would describe the function. You could mention all three: white, high-top basketball shoes. There are a lot of shoes that match this description, so you might even mention the size and brand name to be more specific. Scientists classify living things in a similar way. Each animal, plant and other living thing is classified and named according to characteristics they share with others of its species.

Living things, or organisms, can be classified in many different ways. Aristotle was one of the first to create a logical and regular way of naming living things. He put 500 organisms into categories based on structure and behavior. Later, animals were sorted in a number of notso-scientific ways: wild or domesticated, landdwelling or water-dwelling, large or small even handsome or not!

Creating Our System Today

Carl von Linné devised a system of organizing and classifying the world's living things. His system did such a good job that it is still widely-used and understood today—more than 300 years after his birth. You will read more about von Linné and his work later in this paper.

Scientists still discover new species, which makes it difficult to classify living things. These new species don't always fit in with the current system, plus technology has changed the way we understand living things. For example, all forms of life in the entire world were once placed in either the animal or the plant kingdom. Bacteria and fungi were considered plants. Single-celled organisms that conducted photosynthesis were classified as plants; organisms that did not were thought of as animals.

In 1969, a five-kingdom classification system was proposed and later adopted by most biologists. This new system placed bacteria and fungi in their own kingdoms, and the singlecelled organisms we now know as protists made up the fifth kingdom. A few years later though, new research placed humans, plants and fungi into the same category, called a domain. Because there are so many undiscovered and unnamed organisms, some people think we should not limit the living things on this Earth to any set categories.

In this issue of Science Studies Weekly— Endeavor, you will learn more about the

traditional way of classifying the Earth's living things and the reasons for rethinking that system. You will conduct investigations to help you understand why classifying organisms can be hard.

What names do scientists use for cougars and dandelions? A cougar is a *Puma concolor* to a zoologist, and a botanist calls a dandelion a *Taraxacum officinale*.

phy Curiosity Solves a Mystery!

Do you remember reading about Alfred Wegener and his idea that there was once a super-continent called Pangaea? Many people disagreed with Alfred's idea of "continental drift." They didn't understand what could cause the continents to move. Thanks to Frederick J. Vine we now have evidence that this really did happen.

Frederick Vine was born in England in 1939. He became interested in geology (study of rocks) when he was 15. In school, he read about how scientists believed that South America and Africa were once connected but they couldn't prove it. (Have you noticed how those two continents look like puzzle pieces?) Frederick decided to learn more about continental drift.

After many years of hard work Vine and a scientist named Drum Matthews were able to provide evidence of continental drift. They did this by showing how the bottom of the ocean spreads apart, causing ridges to form. When these ridges form, the minerals in the rocks are magnetized in the direction of Earth's magnetic field. The magnetic force pushed the continents apart.

Vine is still studying the history of Earth. His successful career all began with reading and curiosity. Next time you are reading and you ask why, it just may lead to an amazing discovery!

Pangaea

CAROLI LINNAEI

SYSTEMA NATVRAE

REGNA TRIA NATVRAE,

CHARACTERINS, DIFFERENTIS, SYNONYMIS, LOCIS TOMVS L

IOANNES IOACHIMVS LANGIVS

HALAE MAGDEBURGICAE

ORDINE

SPECIES.

CLASSES,

NERA

Science

Classifying Creatures with **Taxonomy**

Taxonomy is the science of classifying things. Taxonomists have attempted to classify not only living creatures but also chemicals and rocks, among other things. Let's look at the most familiar way of classifying the life on this planet.

Kingdoms

The five kingdoms of living things are plants, animals, fungi, protists and monera. The living things in each of these kingdoms have characteristics in common that make them different from organisms in the other kingdoms. But there are significant differences within each kingdom too. Organisms are then divided into groups, or smaller levels with more similar characteristics. Let's have a look at the five kingdoms.

Plants are multicellular organisms that make their own food through photosynthesis. The kingdom Plantae includes flowering plants like dandelions and cone-bearing trees like firs. There are also mosses and ferns that produce spores. Plants come in many sizes, from duckweed, the smallest flowering plant (3 millimeters in diameter), to the giant Sequoia redwood (115 meters tall).

Animals are multicellular organisms that get their energy by eating other organisms. The kingdom Animalia is divided into two main groups, those with backbones (vertebrates) and those without (invertebrates). Invertebrates include insects, sponges, coral, worms and spiders. Vertebrates include birds, lizards, fish, elephants and you!

The kingdom Fungi consists of singlecelled and multicellular organisms that reproduce by spores. They get their energy by using enzymes to digest food outside



their bodies. Then they absorb the simpler molecules. Multicellular fungi include mushrooms and puffballs. Yeast and some molds are common types of unicellular fungi.

Protists include single-celled organisms and some simple multicellular organisms. Some, like the paramecium and amoeba, get their energy by feeding on other

Using a Dichotomous Key

A dichotomous key is a tool used to identify items in nature. It consists of a series of yes-or-no or either-or questions that help you identify an organism or other object. It is not too different from playing "20 Questions."

Let's say you want to identify an evergreen tree. Below is a dichotomous key that you can use. Simply answer each pair of questions. Follow the directions of the question to which you can answer 'yes.'



a. Are the needles 3-4 inches long? It's a red pine

- b. Are the needles less than 2 inches long? Go to 6
- 6.

5.

- a. Is the bark dark gray? It's a jack pineb. Is the bark orange-brown? It's a Scotch pine

7.

1. a. Are the needles in bundles or groups? Go to 2 b. Are the needles flattened and scaly? Go to 3

2.

a. Are the needles in clusters? It's a tamarack b. Are there 2-5 needles per bundle? Go to 4

3.

a. Are the needles square, round or scaly? Go to 7 b. Are the needles flat? Go to 9

4.

a. Are there five needles? It's a white pine b. Are the needles in pairs? Go to 5

a. Are the needles scaly and flattened? It's a northern white cedar b. Are the needles square or round? Go to 8

8.

- a. Are the needles 1/3-3/4 inch long and the twigs hairless? It's a white spruce
- b. Are the needles 1/4-3/4 inch long, new twigs have hair, and it grows in wet areas? It's a black spruce
- c. Ăre the needles 1/4-3/4 inches long, the branches droopy and the cones 4-7 inches long? It's a Norway spruce

9.

- a. Are the needles 1/2 inch long with short stem? It's an eastern hemlock
- b. Are the needles 3/4-1 1/4 inches long, no stem? It's a balsam fir

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organisms like animals do. Other members of the kingdom Protista, like euglena or the many-celled algae, get their energy through photosynthesis. Still others obtain energy in a way similar to fungi.

Bacteria are the only members of the kingdom Monera, but they are very numerous. These single-celled organisms have no true nucleus. Most feed off other organisms, but some make their food through photosynthesis. Bacteria are classified according to shapes.

Groups

Every kingdom is further divided into groups that decrease in size but increase in how closely related the members are. The next level of grouping is called a phylum. Phyla are then divided into classes, which are divided into orders. The diagram shows this relationship.

Let's take a look at how this works with the cougar, or mountain lion or . . . well, you know. It is an animal, and it has a backbone. So, the cougar is of the kingdom Animalia and the phylum Chordata. Because the cougar nurses its young, it belongs in the class Mammalia. Its status as a meat-eater places it in the order Carnivora. Here's where carnivores split into cat-like and dog-like superfamilies, which are again divided into families. The cougar is in the family Felidae along with all other cats. The cat family is divided further into genera (plural of genus). The cougar shares the genus Puma with just one other animal, the jaguarundi. The cougar is the only member of the concolor species.

Classification System

Notice that the genus name and the species name are italicized. Notice that the genus name is capitalized, but the species name is not. This is the accepted way to list an organism's name. The cougar is *Puma concolor*. The jaguarundi is *Puma yagouaroundi*. This naming system is known as binomial nomenclature. It was

Carolus Linnaeus

Carl von Linné (1707-1778) was a Swedish botanist, zoologist and physician who developed the classification system of binomial nomenclature used widely today. Latin became the language of classification. Linné even used the Latin version of his own name: Carolus Linnaeus.

He published his 14-page "Systema Naturae" in 1735, which explained his classification method. By the 12th edition, this book included three volumes and 2,300 pages. Eventually he named or recorded 13,000 species of plants and animals. His work was not the largest, but Linnaeus brought consistency, order and simplicity to the process of taxonomy. Linnaeus's work was not perfect. He established three kingdoms: Animalia, Vegetabilia and Mineralia. They were further divided into classes, orders, genera and species. We now know that minerals are not living things. Linnaeus's taxonomy was brilliant at times. For instance, he saw that whales belonged with other land mammals in an order called Quadrupedia, now known as Mammalia. Today, we understand that whales did descend from fourfooted animals.

developed by Carl von Linné. This universal code was finally adopted by scientists in 1902 and has been used widely since. Every organism in the world that has been discovered has a scientific name based on this system. A house mouse is *Mus musculus*. A white oak tree is *Quercus alba*. A type of bacteria that is sometimes used to make yogurt is *Lactobacillus acidophilus*. You and all other humans are *Homo sapiens*.

The classification system is neat and fairly simple, but it has flaws. When many of the Earth's organisms were classified years ago, there was little understanding of evolution and no knowledge of what DNA can tell us. Instead, organisms were grouped according to anatomy. All carnivores, for example, have specialized teeth for feeding. It seems simple enough, but some organisms have been grouped together even though they share only one feature.

What do you think sloths, anteaters, aardvarks and armadillos have in common? They once belonged to the order Edentata, mammals that have no front incisors or molars. The problem is that the similarity stops with the teeth. These animals have little else in common and are now classified into different orders and families.

The system also needs to expand to accommodate species that do not neatly fit in other places. We now have orders and

Spotlig

superorders, classes and infraclasses, and species and subspecies. As new organisms are discovered, taxonomists may need to further divide the groups into even smaller and more specific groups.

With new technology and discoveries, scientists now have different ideas about how organisms should be classified. Some think organisms should be classified by how they evolved. For example, the molecular structure of the elephant shrew—a small, mouse-like mammal—has more in common with elephants than to other shrews.

In the 1970s a new division of living things was introduced: the domain. This is now the broadest taxonomic category. (Kingdom is second.) Scientists found that there are two very different types of organisms found in the kingdom Monera. Under careful study it was revealed that these two similar groups of unicellular organisms-now called Bacteria and Archaea—are no more alike than, for example, a dog and a mushroom! After studying the evolution of the organisms, scientists separated the organisms into three domains: Bacteria, Archaea and Eukarya. Humans fit in the domain Eukarya with all other animals, but so do plants, fungi and protists!



What is a species?



Organisms of the same species share similar physical characteristics and can mate, producing offspring of their own kind. It sounds simple right? Hardly.

It is easy to see that a male tiger and a female tiger are of the same species. Their offspring will be one or more tiger cubs. However, a male lion can mate with a female tiger producing an offspring known as a liger. Ligers are known as hybrids; they're not recognized as species because they are not able to reliably reproduce. Also, lions and tigers live in parts of the world widely separated. The only way they would mate is through human interference. But other species don't need human interference—hybrids of different bear species have been found in the wild. ['] Sometimes separate species have interbred enough that they have become one species. In the 1980s, Baltimore orioles in the eastern United States and Bullock's oriole in the West were grouped together as the Northern oriole. In 1995, new genetic evidence caused scientists to change their minds and again call them separate species. As you can see, the definition of species is helpful, but there are still lots of questions to



answer.



Making a Dichotomous Key

A dichotomous key is a useful tool to help identify an unknown animal or plant. It can be used for any unidentified items, living or not. In this activity you will learn how to make a dichotomous key as you further explore the process of taxonomy.

Materials:

- paper
- pencil
- 8-10 different samples of breakfast cereal

Directions:

Flakes

- **1**. Place the cereal on the table in front of you.
- 2. Divide the cereal into two groups based on one
- characteristic (for example, flakes and non-flakes). 3. On one sheet of paper make a chart showing the division.



- Non-Flakes
- 4. Divide each group into two groups based on one characteristic.
- 5. On your chart add the new groupings. Example:



6. Continue until you only have one piece of cereal in each group.



Mini-Lak

8. On a second sheet of paper, write your dichotomous key using questions that will place the cereal in the correct group. Example:

1.

- a. Is the cereal in flake form?
- **b.** Is the cereal in non-flake form?
- 9. When all your questions are complete, provide directions for continuing the identification process (Example: Go to question 2) and give answers as seen in the "Science Tools" section.
- **10.** Give your dichotomous key to another student to see if it can be used effectively. You might need to make your words more specific.

Taxonomists classify organisms according to relatedness. This includes physical characteristics like shape, size and color. It may also include shared ancestors and molecular similarities. What are some other ways that these cereal samples might be related?

Tell about any challenges you faced in grouping the cereal. How might a taxonomist experience and overcome similar challenges?







On the 10,000th try there was light. OPTIMISM



Many people have a junk drawer at home. Assemble dozens of items from your junk drawer, your pencil case or your mom or dad's tool bench and spread them out on the table. Challenge yourself to classify the items according to similar characteristics. See how many different ways the items can be organized:

- The purpose or function of the item
- The material of the item
- Where you would purchase the item
- Size, color, shape, etc.

Give each item a name identifying its genus and species! A paper clip might be a *Fastenus paperus*. A nail could be a Fastenus woodus. Be creative!

Para comentarios editoriales sobre nuestra publicación, escríbanos a support@studiesweekly.com.



Mother Nature Flexes Her Muscles

Can you imagine living in a place where volcanoes spew out hot lava, earthquakes open huge cracks in the ground and hurricanes dump walls of water over everything in their paths? For the people of Central America, natural disasters like these are a way of life.

Central America includes the countries of Mexico, Guatemala, Belize, El Salvador, Honduras, Nicaragua, Costa Rica and Panama. These countries form a bridge between North and South America and are located on a very unstable piece of the Earth's crust. This region often experiences deadly natural disasters.

In this part of the world, the edge of the Earth's crust has been gradually pushed up over millions of years, creating pressure that is released during frequent earthquakes. In 1972, Managua, the capital of Nicaragua, was destroyed by an earthquake measuring 6.9 on the Richter scale. In 1976, an earthquake measuring 7.9 hit Guatemala, killing more than 22,000 people and leaving 25 percent of the country homeless. Smaller earthquakes are felt throughout Central America on a regular basis, so if you enjoy things that shake, rattle and roll, you should add Central America to your list of places to visit.

In addition to earthquakes, Central America also has about 27 active volcanoes. Active volcanoes are those that have erupted in modern times or that are likely to erupt in the near future. These volcanoes form part of the Ring of Fire, a line of active volcanoes that follows the border of the Pacific Ocean. About 75 percent of all the erupting volcanoes in the world are found in this area. In the last few years, volcanoes have erupted in Mexico, Costa Rica, El Salvador, Guatemala and Nicaragua.

Besides all that shaking and erupting underfoot, the weather overhead can also be extreme. Central America often shifts between periods of drought (not enough rainfall) and periods of flooding (too much rainfall), so it is difficult to predict what each year will bring. Add to that the fact that hurricanes are common in Central America and you have the perfect recipe for unpredictable weather.

In 1998, Hurricane Mitch hit Central America, bringing with it wind speeds of up to 200 miles per hour. The storm also dropped between 3 and 6 feet of rain in about three days. Nicaragua and Honduras were hardest hit, but most Central American countries received high winds and rain. The storm killed at least 11,000 people and left nearly 2 million homeless. Many experts believe Hurricane Mitch was the worst natural disaster ever to strike Central America.

While Central America is known for its unstable land and weather, there is a lot more to this region than just natural disasters. Look inside this week's issue to learn more about the countries, people and cultures that make up the region known as Central America.



Guatemala Earthquake 1976 PHOTO COURTESY OF GEORGE PLAFKER



Arenal in La Fortuna, San Carlos, Costa Rica PHOTO COURTESY OF MATTHEW LANDRY



Cleanup in Tegucigalpa, Honduras after Hurricane Mitch in October of 1998



English Skills Help Workers Get Jobs

Over the last few years, Central America has become a very popular vacation spot for Americans and other English-speakers. As more people head to Mexico, Panama, Costa Rica and other Central American countries, businesses scramble to hire English-speaking workers. Most Central American children learn only Spanish in school, but thanks to volunteer teachers from the United States, some children are now learning English as well.

Jobs are often hard to find in Central America. For those who are bilingual, speaking both Spanish and English, jobs in the tourism industry are almost guaranteed. To communicate with the many Englishspeaking travelers who now visit Central America, businesses try to hire workers who can speak both Spanish and English. Even tourists who aren't from America often speak English as a second language, so workers who speak English are very important.

In Nicaragua, members of the Peace Corps, a group of volunteers that help people in developing countries, work with high school teachers to help them teach English to their students. They also run English language clubs, tutor students after school and teach English classes to adults in the community. By helping both children and adults learn English, these volunteers help Central Americans find jobs that give them a better way of life. Learning English can be just the key for unlocking the door to good-paying jobs in many Central American countries.

 Xunantunich in Belize



Exploring Central America

Geography

Central America is a long, narrow isthmus (see This Week's Question) that joins North and South America. The region of Central America begins at the Isthmus of Tehuantepec in southern Mexico and extends south to the Altrato River Valley of Colombia, just east of the Panama border. Central America includes the countries of Mexico, Guatemala, Belize, El Salvador, Honduras, Nicaragua, Costa Rica and Panama.

Central America is covered by steep volcanic mountain ranges. The region's highest mountain peak, Volcán Tajumulco in Guatemala, rises 13,845 feet in the air. The region's lowest elevation is along the coastlines, where the elevation is zero.

Climate

Central America falls into three climate zones according to the elevation of each area. Tierra caliente, Spanish for "hot country," includes areas that are at sea level up to an altitude of about 3,000 feet. Temperatures range from 61 degrees to almost 120 degrees. The zone called tierra templada, or "temperate country," covers areas that have elevations between 3,000 and 6,000 feet. This zone has an average temperature of 70 degrees. The tierra fria, or "cold country," zone covers areas with elevations between 6,000 and 10,000 feet and has a temperature range between 45 degrees and 81 degrees.

The Caribbean Coast, along with the eastern mountain ranges, receives about twice as much rain as the Pacific Ocean Coast. The Mosquito Coast of eastern Nicaragua receives the most rainfall of any area in Central America, averaging a whopping 250 inches of rainfall each year!

Country Spotlights: Mexico

Mexico is bordered by the United States on the north and Belize and Guatemala to the southeast. It is about three times the size of Texas and has many popular vacation cities, including Cancun, Los Cabos, Puerto

Snow	Over 15,000 feet: Tierra Nevada; Snow
Tree	Up To 15,000 feet: Tierra Helada; Cold
	Up To 10,000 feet: Tierra Fria; Highest Zone in Central America
	Up To 6,000 feet: Tierra Templada; Most populated and common in Central America
	Up To 3,000 feet: Tierra Caliente; Very hot and tropical. Rests along the coastline

Vallarta and Mazatlan. Because of a lack of good jobs in Mexico, many Mexican citizens travel to the United States in hopes of finding a better life. Mexico exports (sells to other countries) clothing, cotton, fruits, coffee and oil. Spanish is the official

language, and all citizens 18 years old and above are required by law to vote in each election.

Guatemala

Guatemala is about the size of Tennessee and is bordered by Mexico on the north and west and Belize, Honduras and El Salvador on the east. The country has a history of war and political problems, including many civil wars (wars between people of the same country) that have killed hundreds of thousands of Guatemalans. Recently, government leaders have apologized for the murders and mistreatment of Guatemalans in the past and have pledged to work for peace. About 60 percent of the people in Guatemala speak Spanish and about 40 percent speak other Indian languages, including Quiche and Kekchi. Guatemala exports fruits, vegetables, sugar and cardamom. (Cardamom is the third most expensive spice in the world, behind saffron and vanilla.)

Belize

Once known as British Honduras, Belize belonged to Great Britain until 1981, when it became its own country. Belize is the only Central American country where English is the official language. About the size of New Hampshire, Belize is located south of Mexico and east and north of Guatemala. It is a popular vacation spot, especially for those who enjoy snorkeling and fishing. The country exports sugar, bananas, citrus, clothing, fish products, molasses and wood.

A "Growing" Economy

15 cononnes

Central America's economy is mostly agricultural, which means that most people make a living by growing crops or raising animals. The most important cash crops (crops grown by farmers to sell to others) in Central America are coffee, bananas, sugarcane and cotton. These crops are grown on plantations, or large farms, and are later shipped to the United States and Europe. Most of the food eaten in Central American countries is grown on small farms by local farmers, who grow only a little more than they need to survive. These local farmers sell the extra food to their neighbors at small village markets. Most of these villagers survive on corn, beans, bananas, manioc (a large root

What is an isthmus?

An isthmus is a narrow strip of land surrounded by water that connects two larger land areas. **Central America** is an isthmus that connects North and South America. It is surrounded by the Pacific Ocean to the southwest, the Caribbean Sea to the northeast and the Gulf of Mexico to the north. The word isthmus comes from the Greek word isthmos, which means neck, or narrow passage. Do you think Central America looks like a neck?

vegetable), rice and chicken.

Because Central America has few sources of energy and poor transportation systems, there aren't many factories in the region. Most of the factories here prepare coffee beans, sugarcane, cotton and fish to be exported, or sold to other countries. These factories are usually very small and hire few workers—often fewer than 10—to process the local crops.

Mexico is an exception to this rule, however. Many large companies from the United States and Japan have opened maquiladoras in Mexico. Maquiladoras are small factories

that use parts from other countries to make new products. Maguiladoras make things like clothing, shoes, appliances, radios and televisions. Mexico also has many large factories that make things like cement, rubber, soft drinks, cigars and steel products.

Most Central American countries are very poor and jobs are difficult to find. Government leaders hope that more large companies from other countries will bring jobs to Central America to make life better for the many struggling families of this region.





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El Salvador

Only about the size of Massachusetts. El Salvador is the smallest of all the Central American countries. It lies on the Pacific Coast and is bordered by Guatemala to the west and Honduras to the north. The country has been ruled by many military governments and has experienced long civil wars in which many thousands of people died. Hurricanes, earthquakes and droughts have also left many dead and homeless. El Salvador is a poor country, but it is able to export clothing, chemicals, sugar and coffee.

Honduras

Honduras borders both the Caribbean Sea and the Pacific Ocean. It is also bordered by Guatemala to the west, El Salvador to the south and Nicaragua to the east. It is about the size of Tennessee. Honduras has been ruled by military governments and has fought many wars against its neighbor countries. Today, Honduras fights poverty, unemployment, gang violence and high crime rates. Spanish is the official language, but many people speak English. The country exports shrimp, lobster, palm oil and lumber.

Nicaragua

Nicaragua is about the size of New York, but it has fewer people than any other Central American country. Lake Nicaragua and Lake Managua, along with the swampy Mosquito Coast, are the most famous landmarks in Nicaragua. Because of military rule, civil war and extreme poverty, many Nicaraguans have immigrated to the United States. Today, Nicaragua is still one of the poorest countries in the Western Hemisphere. It exports beef, peanuts, clothing and tobacco.



Costa Rica has one of the most stable and honest governments in the region. It has avoided most of the wars and bloodshed common in other Central American countries. About the size of Vermont and New Hampshire combined, Costa Rica lies between Nicaragua on the north and Panama on the south. The country makes most of its money from tourists, as well as from exporting plants, sugar, medical equipment and fruits.

Panama

Panama is about the size of South Carolina and is the southernmost country in Central America, bordered by Costa Rica on the north and Colombia on the south. The Panama Canal, which allows ships to pass between the Atlantic and Pacific oceans, was once owned by the United States, but Panama officially took control of the canal in 1999. Spanish is the official language, but many Panamanians are bilingual, speaking both Spanish and English. Panama exports bananas, shrimp, sugar, coffee and clothing.

Panama City

The Panama Canal: Norld Geography Shortcut Between Two Oceans

Before the early 1900s, ships traveling between the Atlantic and Pacific oceans had no choice but to sail all the way around Cape Horn on the southern tip of South America. For years, sailors tried to find a shortcut for this long and dangerous journey. Finally, engineers came up with a plan to dig a waterway through the narrow

country of Panama. This would allow ships to cut the 14,000-mile trip from one ocean to the other nearly in half.

Construction on the Panama Canal began in 1904 and was finished in 1914. More than 27,000 workers died during the project, from both accidents and disease. Once the canal was finished, the United States controlled it and a 5-mile strip of land on either side of the channel known as the Canal Zone. After years of complaints from the government of Panama, the United States finally gave control of the canal to Panama in 1999.

Today, Panama is working to expand the canal. The project will widen the canal enough to allow ships that are twice the size of the current Panamax ships (the maximum size ships that can fit in the canal) to pass through the waterway. The \$5.2 billion project should be finished in 2016.



Caribbean Sea



Who Controls Whom?

Napping& Charting

Directions: Use the following Color Key to help you decide which color to color each Caribbean Island or group of islands on the map below. If you need help with this activity, you may refer to the lesson on pages 2-3.







Oh, when the saints came marchin'in.



VALUES.COM THE FOUNDATION

Do you believe there is something Let's Write mysterious about the Bermuda Triangle? Using correct grammar, spelling and punctuation, tell whether or not you think something supernatural (unexplainable by natural law) causes ships to disappear in this area of the Atlantic Ocean. Be sure to explain your answer.

If you'd like to make any editorial comments about our paper, please write to us at support@studiesweekly.com.

Global Studies Weekly

Teacher Supplement

Name: _

Date:

2nd Quarter, Week 12 - Central America

Global Studies Weekly (6th Grade)

Read each question and the answer choices. Fill in the circle(s) that goes with the correct answer.

Use the map below and what you know to answer #1.



- 1. Since Central America is an isthmus, most countries have borders on both the Pacific Ocean and the Caribbean Sea. Which country only touches the Pacific and not the Caribbean?
 - (A) Belize
 - B Guatemala
 - © El Salvador
 - D Panama

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2. Read the following sections from the text, then choose the statement that the evidence supports:

Central America also has about 27 active volcanoes.

About 75 percent of all the erupting volcanoes in the world are found in this area.

In the last few years, volcanoes have erupted in Mexico, Costa Rica, El Salvador, Guatemala and Nicaragua.

- © These volcanoes form part of the Ring of Fire, a line of active volcanoes that follows the border of the Pacific Ocean.
- [©] Other active volcanoes are found in the western part of the Pacific Rim.
- (B) The edge of the Earth's crust has been gradually pushed up over millions of years, creating pressure that is released during frequent earthquakes.
- Image: Many experts believe Hurricane Mitch was the worst natural disaster ever to strike Central America.
- 3. Which of the following are text-based details about Central American countries?
 - [®] Guatemala has a history of war and political problems, including many civil wars.
 - [®] Belize is the only Central American country where English is the official language.
 - © El Salvador is a wealthy country, exporting coffee, sugar, and high-end electronics.
 - ^① Costa Rica has one of the most stable and honest governments in the region.



- 4. What would be the best title for the web above?
 - Foods Grown for Cash Crops
 - [©] Foods Grown for Export
 - Foods Imported from Other Countries
 - Image: Foods Eaten by Most Central American Villagers
- 5. Which landform covers much of Central America?
 - (A) deserts
 - B mountains
 - © plateaus
 - 1 lakes

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- 6. Which of the following countries form parts of Central America?
 - ⑦ Belize, Honduras, Costa Rica
 - [©] Guatemala, Panama, El Salvador
 - Colombia, Venezuela, Bermuda
 - ⑦ Portugal, Brazil, Chile
- 7. Which of the following contains the correct sequence of events about the Panama Canal?
 - Denama took control of it, South Carolina built it, U.S.A. took it over in 1999
 - [®] Colombia owned it in 1904, U.S.A. bought it in 1914, now Costa Rica owns it
 - © Panama built it in 1914, Panamax Ships took it over in 1914, U.S.A. got control of it
 - D engineers built it, U.S.A. controlled it, Panama took control of it in 1999
- 8. Which coast of Central America receives the least rainfall?
 - Mosquito Coast
 - Pacific Coast
 - Coast of Belize
 - ② Caribbean Coast

For the following questions use this week's Studies Weekly magazine because you must cite the source of your answer.

9. Explain why the author calls one of the articles about Central America "A 'Growing' Economy," citing at least two types of evidence in support of the author's title choice.

10. Explain why the author calls one of the articles, "Mother Nature Flexes Her Muscles." Give at least three text-based pieces of evidence to support your answer.

Wayne-Westland Community Schools Elementary Art Distance Learning Lessons

Week of 4/27/20

Creating SPACE With Photography and Household Items



Toys were used to create Foreground, Middleground, and Background in the photographs, to show the art element of <u>SPACE</u>

DIRECTIONS:

Create a work of art by assembling toys and household items together to create an image that shows SPACE- Foreground, Middleground, and Background (see *more information below about space*). You could set up the items for your scene on a tabletop or other surface. You can look for items of different sizes, but you could also use items that are the same size, and set them up so that they look smaller as they move back in space. Large items should be in the front (foreground), and then items should get smaller/be further away in the middle ground, and again in the background. You can also take your camera and move it very close to the items in the foreground, making everything behind it appear smaller and further away.

This project could be worked on by a single student, but 2 or more students in the same household, even if they are in different grades, may work together to create the project, and you could even create more than one scene! SPACE DEFINITION: The Element of Design Space refers to the area within, around, above or below an object or objects. Foreground, Middle Ground, and Background help show SPACE in an artwork.

The foreground of a composition is the visual plane that appears closest to the viewer (*in front*), while the background is the plane in a composition perceived furthest from the viewer. The middleground is the visual plane located between both the foreground and background (*in the middle*).





SPACE RESOURCES:

YouTube Videos: Elements of Art: Space | KQED Arts Foreground, Middle ground & Background

Foreground Middle ground Background Rap

Books:

<u>Oh, the Places You'll Go! by Dr. Seuss Read Aloud</u> Look at the illustrations and find Foreground, Middle Ground, and Background!

Roberto The Insect Architect by Nina Laden (Read aloud)

"When I Build With Blocks" by Niki Alling

Games:

Starry Night Jigsaw Puzzle

Balls on pyramids Jigsaw Puzzle

ARTHUR | Games . Animal Home Builder | PBS KIDS

ARTHUR | Games . Treehouse Designer

Playing Sandcastle

We would love to see your creations! You can post photos of them to your Dojo story or email them to us!

Ms. Huhn huhnb@wwcsd.net

Ms. Kurtz <u>kurtzd@wwcsd.net</u>

Mrs. Windley WindleyA@wwcsd.net

Mr. Millett milletts@wwcsd.net

Ms. Peck peckme@wwcsd.net

Mrs. Smith smitha@wwcsd.net

Mr. Wilburn wilburnp@wwcsd.net

5th - 6th Grade Media Choice Board

Please choose <u>ONE</u> activity to do <u>per WEEK</u> along with 10 minutes of <u>TypingClub</u> Typing Club - Log in with your school email - if you forgot it please ask a parent and make a new account or use the free option, it just won't save your progress.

These can be completed in any order - Just try to complete one box a week! We Miss you!

- Play Digital Compass
- This game will teach you about being a good digital citizen.

Digital Compass

- Code for 20 minutes
- Pick an activity from the Hour of Code
- You do not need to sign in but you can if you want to use your school email.

Hour of Code

- Type an E-mail using your school email to your teacher telling them how you are doing.
- Open a new Google Doc
- Type your first and last name 10 times
- Each time use a different color, FONT, and SIZE.
- You DO NOT need to upload this to google classroom
- Create your own Comic
- Read/Show your comic to someone in your household
- <u>Pixton</u>
 - Click For Students
 - Click On MY Own
 - Click "Try for Free" or "Sign Up" using your school email
- Log into your <u>MEDIA</u> Google Classroom
- Complete My Quarantine Time Capsule

<u>3D Learning: Tinker for 20 min / Complete the 7 Starters at your own pace</u>

- If this is your first time using <u>Tinkercad.com</u>, scroll down to watch the "See How It Works" video.
- Click the blue box "Start Tinkering"
- Sign in (or create a free personal account, if this is your first time)
- Click "Learn" at the top
- Go to the "**Starters**" There are 7 direct starters that explain and help you learn important 3D functions. Try to complete all 7 Starters at your own pace.
- Once you complete the starters, you are ready to begin the Lessons
- Have fun tinkering!

Tinkercad.com

Other activities you may choose to do can include the following:

- Use Google Drawing to edit or create your own picture
- Use Google Sheets to create pixel artwork
- Use Google Sheets to create a graph

Wayne-Westland Physical Education Elementary Distance Learning Lessons

Week of April 27th

Move It Monday

Today you're going to play the animal game. You'll start by writing a lot of different animals on small pieces of paper. Some examples could be a horse, snake, cheetah, crab, etc. Then you will fold them up and put them in a hat or a bowl. Then gather up your family to play. One person goes at a time, pulls a piece of paper and then you all have to act like that animal that they pulled for one minute. Play until all pieces of paper are picked. You can play this inside or outside!

Turn It Up Tuesday

Time to get moving! Click on the link below and get a great workout! Invite your family to join in on the fun too!

Kids Cardio 2

Walk Around Wednesday

Get outside and walk around your backyard, around your block or around your neighborhood. Walk at a fast pace for at least 30 minutes to get your heart pumping! Being outside and in the sun helps your body produce vitamin D which gives you energy and makes you feel better!

Team Spirit Thursday

Put on your favorite school t-shirt and do 10 push ups, 10 sit ups and 10 squats 3 different times throughout the day.

Fun Time Friday

So, let's get this dance party started – a great way to keep blood pumping and energy levels high. Not to mention a fun and easy way to get your family movin' and groovin'! Today, take a moment to learn the dance video below, record your family's dances and post to social media with the hashtag #kidsheartchallenge and #movemore.

Elementary Routine

SPANISH ACTIVITIES The Week of April 27th - May 1st

Spanish Educators are available to provide support and feedback during the following days and times each week. You can initiate contact through email and then connect further in the method of communication that works best.

Ms Garcia Email: <u>garciamp@wwcsd.net</u> Tues & Wed 1:00 - 3:00

Ms. Williams Email: <u>williamssd@wwcsd.net</u> Mon & Wed 10:00 - 12:00

Tema (Theme) - Colores/Números

Vocabulario(Vocabulary)

Colores (Colors)	Números(numbers)
Rojo-red	uno- one (1)
Amarillo-yellow	dos-two (2)
Anaranjado-orange	tres-three (3)
Azul- blue	cuatro-four (4)
Morado-purple	cinco-five (5)
Café- brown	seis- six (6)
Negro- black	siete-seven (7)
blanco-White	ocho-eight (8)
Verde-green	nueve-nine (9)
Rosado-pink	diez-ten (10)
Gris-grey	

Lunes, el 27 de abril -Introducción de los colores (Introduction to colors) Miren la canción de los colores (Watch the colors videos) https://www.youtube.com/watch?v=DsRKoZGaoEM https://www.youtube.com/watch?v=-jf5WngcePQ Actividades (Activities)

Opción 1 (Option 1)

Vamos a buscar! (Go on a hunt) Encuentren cinco cosas. **Un de azul, un de rojo, un de blanco, un de amarillo y un de rosado** en la casa o patio. Find cinco things in your house or yard.

Opción 2- Colorear los colores y pon los nombres (Color the colors and write their names above in Spanish)

Martes, el 28 de abril -Escuchen la canción para practicar los números (listen to the song to practice the numbers) https://www.youtube.com/watch?v=6FEyfy5N3Nc

Actividades (Activities)

Opción 1(option one) Busquen por el número siete y digas cuando encuentras. (Look around for the number **siete**, call it out everytime you find it)

Opción 2 (option two) Escriben los números en un papel en ingles y espanol para practicar cómo escribirlos (Write the numbers on a piece of paper in English and Spanish to practice how the write them)

Miercoles, el 29 de abril -

Practiquen como contar en espanol. (Practice counting in Spanish, see how high you can go! Watch this video and count along.) https://www.youtube.com/watch?v=L26jwqF9Zro https://www.youtube.com/watch?v=2EuOFLYkt5Y&t=143s

Actividades (Activities)

Opción 1 (option 1) Haz cartas de números (Make numbers flashcards.) los que van a hacer más de diez, crean dos piles de cartas. (For those of you going beyond 10, make 2 piles, both with numbers 1-9.) Ponlas con el número abajo y giran para decir el número) Lay them out face down and turn 2 over at a time and say the number in Spanish.

Opción 2(option 2) Usan dos dados (Use 2 dice.) Tirar los dados y suman los números. (Roll, add it up and say the number in Spanish.)

Jueves, el 30 de abril -

Actividad (Activity)

Abajo hay una pagina de colorear por números que pueden imprimir y colorear. (Below is a color by number for you to print and color.) (claro means light)

Viernes, el 1 de mayo -

Actividad (Activity)

Cuántos de cada color puedes ver? (How many of each color do you see?) Usan la foto abajo para ver cuántos de cada color hay) Use the picture below to find items of each color. Escriba el número en la línea. (Write the number on the line.)

rojo	anaranjado	amarillo
verde	azul	morado





