6th Grade May 4 - May 8



Tiger Watch

Dangers threaten the big cats.

Note: This text was first published in 2009.

Tigers rule! With their sharp claws and powerful bodies, the mighty cats run the jungle. However, the **ferocious**, or fierce, felines may not be large and in charge for long.

Wild tigers could soon become extinct, according to experts. Today there are only about 3,200 of the cats left in the wild. That's a big change from 100 years ago, when there were an estimated 100,000 tigers.

"Wild tigers, outside of a few well-protected [locations], are disappearing fast," Barney Long of the World Wildlife Fund told *WR News.* "This is something humans [really] care about."



Getty Images Getty Images- Siberian tigers are the largest.

Born to Be Wild

Tigers live in forests and jungles across Asia. Some of the countries where the big cats make their home include China, India, and Thailand. Siberian tigers can be found in the snowy forests of eastern Russia.

However, tigers today occupy only 7 percent of their past**range**, or area in which a species can survive. That's about 40 percent less area than the felines lived in 10 years ago.

Nine types of tigers once roamed in the wild, but today just five species remain. The Bali, Caspian, and Javan tigers became extinct between the late 1930s and the early 1970s. Another species, the South China tiger, hasn't been seen in the wild for 25 years.

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"[Saving the] tigers is a very important issue for all of us," explains Suwit Khunkitti. He is an environmental official from Thailand.



Getty Images

Getty Images- Officials took away these tiger skins from poachers.

Double Trouble

The big cats are being wiped out by two major threats: habitat loss and **poaching**, or illegal hunting. In Russia, loggers are cutting down trees to make paper. Less forest means less room for tigers to search for food.

In Indonesia and Malaysia, both countries in Asia, loggers are chopping down the jungles where tigers live to collect palm oil from plants. The oil is used in products such as ice cream, lipstick, and laundry detergent.

In China, poachers prowl the forests and national parks on the hunt for wild tigers. The cats' fur and meat are in high demand in the Asian country. Even the felines' bones are valuable. They are used as ingredients in some traditional Chinese medicines.



AFP/Getty Images

AFP/Getty Images- Loggers cut down trees in this Asian forest.

ReadWorks[®] Hunting for Help

Officials are ready to pounce on the tiger problem. Recently, world leaders met to discuss the felines' future. Together with wildlife protection groups across the world, the leaders pledged to double the number of wild tigers within the next 12 years.

To do that, the leaders are putting together a plan to help save the animals. One of their first moves is to make people more aware of the dangers the cats face. Officials also plan to outsmart poachers by creating a system to keep the hunters from entering national wildlife parks.



Getty Images

Getty Images- Tigers tend to roam alone.

Other leaders will work to reduce the demand for tigers' fur and bones, says Long. His organization is working with a college in China to stop the use of tiger bones in medicine.

If officials achieve their goals, the tiger population may **thrive**, or grow successfully, once again. "If we can solve these problems, the future is very, very bright [for the cats]," Long says.

Tiger Trivia

These big cats are some of the world's fastest, largest, and strongest felines. What makes tigers tick? Read these facts to find out.

One of a Kind



iStock

Each cat's stripes are unique, like human fingerprints. No two tigers have the same pattern.

Hungry Hunters



Amazing Animals

Tigers work up quite an appetite running in the jungle. They can eat 88 pounds of meat at a time.

Ready to Pounce

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Getty Images

Watch out, jungle animals! Tigers are skilled at stalking their prey. They can run up to 60 miles per hour.

Sleepyheads



Corbis

Don't let their size fool you. Even adult tigers sleep like babies. They nap up to 18 hours a day.

Tiger Tracks

Wild tigers live in 14 countries today, but they once roamed across Asia and eastern Europe.

This map shows where the tigers can be found today compared with the region they used to roam.



Leigh Haeger

Name:

Date:

- 1. About how many tigers are in the wild today?
 - A. 100,000 tigers
 - B. 50,000 tigers
 - C. 3,200 tigers
 - D. 300 tigers

2. The passage describes the problem of tigers being wiped out. What is one possible solution to this problem?

- A. increasing the demand for tigers' fur and meat
- B. allowing hunters to enter national wildlife parks
- C. making people more aware of the dangers that tigers face
- D. increasing the use of tiger bones in medicine

3. One reason that tigers are going extinct is because they cannot get enough food to eat. What evidence from the text supports this statement?

A. "In Indonesia and Malaysia, [...] loggers are chopping down the jungles where tigers live to collect palm oil from plants."

B. "In China, poachers prowl the forests and national parks on the hunt for wild tigers."

C. "In Russia, loggers are cutting down trees to make paper. Less forest means less room for tigers to search for food."

D. "The oil [from plants] is used in products such as ice cream, lipstick, and laundry detergent."

4. Based on the information in the text, why might leaders be working to reduce the demand for tiger fur and bones?

A. Leaders hope that poachers would be more likely to kill tigers if people did not want tiger fur and bones.

B. Leaders hope that tigers poachers would be less likely to kill tigers if people did not want tiger fur and bones.

C. Leaders hope that they can keep all tiger fur and bones if other people do not want them.

D. Leaders hope that people will demand more tiger meat if they no longer want tiger fur and bones.

5. What is the main idea of this passage?

A. Wild tigers are being wiped out by two major threats and could soon become extinct.

B. Officials plan to create a system to keep tiger hunters from entering national wildlife parks.

C. Wild tigers live in 14 countries today, but they once roamed across Asia and eastern Europe.

D. Tigers live in forests and jungles across China, India, Thailand, and eastern Russia.

6. The map at the end of the text shows where tigers can be found today compared to where they could be found in the past. Why might the author have included this map?

A. to show how large Asia and eastern Europe are

B. to show how much the number of tigers in Asia and eastern Europe has decreased

C. to convince readers that the number of tigers will increase in the future

D. to convince readers that official plans to save wild tigers are working

7. Choose the answer that best completes the sentence.

"Officials plan to create a system to keep poachers from entering national wildlife parks poachers are a major threat to the tiger population."

.

A. instead

B. therefore

C. because

D. moreover

8. Tigers are being wiped out by two major threats. What are the two major threats to the tiger population?

9. How are people working to protect the tiger population?

Include at least two examples from the text in your answer.

10. In the future, the tiger population will grow successfully. Form an argument for or against this prediction using evidence from the text.

Practice Makes Perfect

by ReadWorks



Look around you. Most of the objects you interact with every day are the result of hundreds of years of tinkering. Your table is the way it is because someone thought they could make a better table than the ones that already existed. Your chair is how it is because someone had the idea to improve upon a previous version of a chair, taking some bits and leaving others behind. Your shirt, your telephone, all the result of someone (or a team of "someones") setting their minds to a particular design task, and working hard until they got the thing they set out to make.

This process of imagining something and then building version after version until you get it *just right* is called "iterative design." The term "iterative" refers to the different versions-or "iterations"-of a thing you produce on the way to making the right version. It is admitting, ahead of time, that you probably aren't going to get it right the first time. Rather, you know that designing something really great is going to take lots of tries. And you're committed to doing it over and over until you get it right.

Aisen Caro Chacin is very familiar with this process. When she was a student in a technology program at a design school in New York City, she had an unusual idea for her thesis project. She wanted to make a device you could wear in your mouth through which you could listen to music. She knew it would take many tries to get it just right.

She imagined the device as a cross between a video game controller, a stereo, and a "grill"-a kind of mouth jewelry. The device worked by using a small motor to vibrate the wearer's teeth-a process known as bone conduction, which, in this case, means the teeth and facial bones carry or "conduct" the sound. It looked like a mouth guard with a video game controller's directional pad: the plus-shaped part of a controller that moves up, down, left or right. She called her creation, "The Play-a-Grill."

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There were many unanswered questions. What was the best way to assemble the device? How would a wearer control it? How big could it be? Chacin began her design process with that last question. She devised a simple test to determine how much room a person has, on average, on the roof of their mouth. She gave them as much gum as they could possibly fit onto the roof of their mouths, and had them spit the gum out, preserving its shape as much as possible. Taking that shape into account, she made a mold of the wearer's teeth using the same technique as dentists.

She then poured hot glue into the mold, and heated it to let it take its shape. She remembers with a laugh describing this dangerous, time-consuming, and decidedly low-budget process later to a horrified technology journalist. "He was like, 'uh, wait, what?'" she says. "It's not a material that's made for being inside the mouth for long periods of time." It was also bulky and uncomfortable. This first version connected to an audio source through a traditional headphone jack.

"The first version," she said, "was basically just to test the technology." Could a device like a mouthpiece made out of glue actually vibrate and let a wearer hear sound? As it turned out, it could. With one successful test under her belt, Chacin set about a major aesthetic and practical overhaul.

For the second version, Chacin changed virtually all of the grill's features. She used a different material to construct the grill itself, the same substance used to make tooth-whitening mouth guards. This made it more streamlined and comfortable. She added a microchip to the base of the device, so that it was self-contained. She also attached the directional pad to the part of the grill that covers the palate, which allows the wearer to control the volume of the music, as well as skip songs. She also made part of the front out of silver, to give it a classic jeweled aesthetic.

While this version was much more successful, Chacin knew it could be improved upon further. In her next version, she tried to improve the user interface, making it easier for a user to press the tongue controls. "You can apply more pressure with a finger than you can with the tongue." She also further refined the aesthetic, adding the word "TECH" in capital letters to the front.

Three versions and roughly three years from beginning her process, Chacin is still far from satisfied with her product, and plans to further refine several major areas in future iterations. The first is the electronics, the second are the motors, and the third is the Play-a-Grill's overall aesthetics.

Even in its latest iteration, Chacin acknowledges, the Play-a-Grill is too bulky. The primary reason for this is the electronics. Namely, the components which control the storage and playback of the MP3s, as well as the user tongue controls are too large, much larger than they would be in the final, consumer-focused iteration of the Play-a-Grill. "I probably need to get into a clean room to really get them small enough," Chacin says, referring to the static and (at least theoretically) dirt-free rooms staffed by scientists in hazmat suits that most professional electronics companies use to produce today's highly compact personal electronics. Until she can access a truly professional-grade facility like this, she feels her product won't be as advanced as it could be. She would also like to add a more professional grade lithium battery to her device. While it *does* currently contain a lithium battery (the same kind used in devices like pacemakers which are implanted in the body), it is consumer grade, and not the kind used by professional implant producers.

Chacin also wants to further refine the motors the Play-a-Grill uses. Again, the motors produce the vibrations that the wearer eventually perceives as music. In the first version, she used one motor. In the second and third, she used two, figuring this would produce a proportional increase in the volume and quality of the sound. This, as it turns out, was not the case.

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"The new motors weren't as good of quality as the first one (I had changed the type of motor)," she explains, "and so I think that the first one worked better. It's a process! You think, 'Okay, let's change the design to make it more comfortable, this seems like it would work.' But then the component itself might not be as strong. And even though I added an amplifier to it, it still wasn't as good."

Finally, Chacin wants to improve the device's aesthetics. "The silver front of the actual grill, I chose not to do in silver, for the most recent version," she said. "I think that was kind of a mistake. It kind of took away from that rapper culture aesthetic the other one had."

While she may not be entirely satisfied, Chacin should be proud of what she's accomplished. She's gone from a relatively out-there idea-a piece of mouth jewelry that plays music by vibrating your skull -and turned it into a reality. Her device has been written about many times in the press, and featured on television. She's done this through hard work, and demonstrating a willingness to always go back to her piece and try again.

In making version after version of a device to get closer to a final thing she's happy with, Chacin is doing her work like countless other designers before her. Rockets, racecars, and smartphones were all designed in the same way. There's often no real way to get a true sense of how a design will perform without building and testing it. So, that is what people like Chacin have been doing for hundreds of years. Having an idea, building a version, testing it out, and seeing how it goes.

Name:

Date:

- **1.** What is "iterative design"?
 - A. the process of building the same design over and over without any changes
 - B. building a product once and getting the design right on the first try
 - C. when multiple designers build a product and compete for the best design
 - D. the process of building versions of a product until the design is perfect

2. The passage describes the sequence of steps Chacin took to design The Play-a-Grill. What happened after Chacin came up with the idea for The Play-a-Grill?

- A. She determined how big the device could be.
- B. She determined the best way to assemble the device.
- C. She determined how the wearer would control the device.
- D. She determined the best motor to use for bone conduction.
- **3.** Chacin did not initially have a large budget for The Play-a-Grill.

What evidence from the text best supports this conclusion?

- A. The first model was bulky and uncomfortable.
- B. The first model was used to test the technology.
- C. The first model was made out of glue.
- D. The first model let a wearer hear sound.

4. "You can apply more pressure with a finger than you can with a tongue."

What can be inferred about the tongue controls for the second iteration of The Play-a-Grill?

- A. They were too small to press.
- B. They were hard to press with the tongue.
- C. They were unintuitive to use.
- D. They were hard to reach.

5. What is this passage mainly about?

- A. the iterative process Chacin used to design The Play-a-Grill
- B. the role of mouth jewelry in rap culture
- C. technological advances that made The Play-a-Grill possible
- D. Chacin's experience at a New York design school

6. Read the following sentences:"Look around you. Most of the objects you interact with every day are the result of hundreds of years of tinkering."

Why does the author begin the passage in this way?

- A. to give the reader an order and establish control
- B. to make the reader understand the importance of everyday objects
- C. to introduce the topic of iterative design
- D. to give the passage historical context
- 7. Choose the answer that best completes the sentence below.

The Play-a-Grill was not designed all at once, _____ required multiple design iterations.

- A. like
- B. but
- C. finally
- D. particularly

8. What is a "clean room" as defined by the passage?

9. How does Chacin plan to refine The Play-a-Grill in future iterations? Give three examples from the text.

10. Does iterative design present any difficulties or have any flaws as a creative process? If so, what are they? Use information from the text to support your answer.

The National Guard

by W.M. Akers



In many ways, in the United States, governors are like the president of a state. They sign bills into law, appoint judges, and serve as the head of the Executive Branch of government in their state; the same way the president is in charge of the Executive Branch of the U.S. government. One power a governor and the president share is particularly important: the ability to command troops. The president is in charge of the United States Armed Forces, which is made up of the Army, Navy, Air Force, Coast Guard, and Marine Corps. Governors are in charge of the National Guard.

What makes the National Guard different from the U.S. Armed Forces? Although National Guard soldiers are just as well-trained as regular soldiers, they spend much less time in uniform. National Guard soldiers are ordinary men and women-bankers, grocers, teachers-who spend one weekend a month in training. Although they are usually not in uniform, the men and women of the National Guard are always ready to be called into action, responding to natural disasters, civil unrest, and even war itself.

In some ways, the National Guard is older than the nation itself. The first organized militia was founded on December 13, 1636, in the Massachusetts Bay Colony, to secure the colony's borders against attack from the Pequot Indians. After the Revolutionary War ended in 1783, many people in the new country did not want to have what is called a standing army-an army that exists all the time, in war and peace. They feared that a central government may use a standing army to further expand its power. So the United States just had loosely organized state militias ready to be called into service when needed.

In the several years to follow, there were a number of challenges that brought to light the ineffectiveness of the weak federal government, especially in times when the safety of the country's people was threatened. In 1789, the United States Congress adopted the Constitution, which strengthened the federal government. A few weeks later, Congress legalized a standing army, the United States Military. However, states were still allowed to have militias. Toward the end of the

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Whiskey Rebellion that started in 1791 and ended in 1794, George Washington used state militias to end the protest over taxation.

It took several laws to transform those state militias into the well-organized National Guard we have today. The 1903 Militia Act arranged for federal funding for state militias. The National Defense Act of 1916 explained how and why the National Guard could be called into action.

The National Guard is most commonly deployed after a natural disaster, like a hurricane or earthquake. In 1927, the Great Mississippi Flood covered an area the size of New England with water. One thousand people were killed and more than 700,000 were forced out of their homes. Arkansas governor John E. Martineau called up the National Guard to help deal with the crisis. This marked the first time National Guard aircraft were used after a major natural disaster. Flying small planes, 60 National Guard pilots scoured the flooded area looking for survivors and distributing food, medicine, and supplies.

Eighty years later, the National Guard's duties are largely the same. After Hurricane Katrina devastated New Orleans, the National Guard was there. Soldiers and airmen from all 50 states were deployed to Louisiana to help people the same way they did after the Great Flood of 1927. Over 50,000 National Guardsmen were involved in the recovery efforts.

While those National Guardsmen were fighting the flood in Louisiana, other members of the National Guard were overseas involved in a different kind of battle. Even though they are not regular soldiers, the National Guard can be called up during times of war. National Guard units have served in every major American conflict, from the Civil War right up until today. During wartime, the Guard is no longer under a governor's control, but is instead commanded by the president.

Calling in the National Guard can be the most important decision a governor ever makes. It may be as a response to a natural disaster affecting the state. Other times may include a response to a terrorist attack in the state or a riot that can no longer be contained by the local police. Whenever unrest threatens an American city, the National Guard is available to restore order and protect the home front. They may only train for one weekend each month, but the men and women of the National Guard are soldiers all the same.

Name:

Date:

1. What makes the National Guard different from the Army, Navy, Air Force, and Marines?

- A. They can assist in times of war.
- B. They can be called upon by the President of the United States.
- C. They spend much less time in uniform.
- D. They are prepared to help with natural disasters.
- 2. What does the author describe?
 - A. the history of the American Armed Forces
 - B. examples of when the National Guard has been used
 - C. the training National Guard soldiers receive
 - D. how the National Guard is organized during times of war

3. The men and women of the National Guard are well-trained. What evidence from the passage best supports this conclusion?

- A. National Guardsmen can be sent overseas during times of war.
- B. During wartime, the National Guard is under the President's command.
- C. The National Defense Act describes when the National Guard can be called upon.
- D. The National Guard is made up of ordinary men and women.

4. The National Guard has always played an important role in America. What evidence from the text best supports this conclusion?

- A. The first organized militia was founded on December 13, 1636.
- B. National Guard units have served in every major American conflict.
- C. Calling in the National Guard is an important decision for a governor.
- D. The Great Mississippi Flood was the first time National Guard aircrafts were used.
- 5. What is this passage mainly about?
 - A. the difference between the National Guard and the national Armed Forces
 - B. the history of the National Guard
 - C. the importance of the National Guard to America's safety and security
 - D. the duties of governors in their states

6. Read the following sentence: "Flying small planes, 60 National Guard pilots **scoured** the flooded area looking for survivors and distributing food, medicine, and supplies."

What does the word "scoured" most nearly mean?

A. searched

- B. set on fire
- C. left
- D. cleaned

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

When the Revolutionary War ended, the country created loosely organized militias that could be called upon in times of need, _____ The Whiskey Rebellion of 1791.

- A. above all
- B. at last
- C. consequently
- D. such as

8. In the passage, the author states that the National Guard is often called upon after natural disasters. What evidence from the text supports this conclusion?

9. Read the following sentence from the passage: "They may only train for one weekend each month, but the men and women of the National Guard are soldiers all the same." Use evidence from the text to support this statement.

10. Explain how the history of the National Guard shows that the National Guard is an important part of America's government. Use information from the passage to support your answer.

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!

COMMON CORE

Number Correct: _____

Division of Fractions II—Round 1

Directions: Determine the quotient of the fractions.

1.	$\frac{4}{10} \div \frac{2}{10}$	
2.	$\frac{9}{12} \div \frac{3}{12}$	
3.	$\frac{6}{10} \div \frac{4}{10}$	
4.	$\frac{2}{8} \div \frac{3}{8}$	
5.	$\frac{2}{7} \div \frac{6}{7}$	
6.	$\frac{11}{9} \div \frac{8}{9}$	
7.	$\frac{5}{13} \div \frac{10}{13}$	
8.	$\frac{7}{8} \div \frac{13}{16}$	
9.	$\frac{3}{5} \div \frac{7}{10}$	
10.	$\frac{9}{30} \div \frac{3}{5}$	
11.	$\frac{1}{3} \div \frac{4}{5}$	
12.	$\frac{2}{5} \div \frac{3}{4}$	
13.	$\frac{3}{4} \div \frac{5}{9}$	
14.	$\frac{4}{5} \div \frac{7}{12}$	
15.	$\frac{3}{8} \div \frac{5}{2}$	

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



Date:

Fluency Support for Grades 6–8

4/2/15



Number Correct: _____

Improvement: _____

Division of Fractions II—Round 2

Directions: Determine the quotient of the fractions.

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

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



Fluency Support for Grades 6–8 Date: 4/2/15



engage^{ny}

Number Correct: _____

Addition of Decimals – Round 1

Directions: Evaluate each expression.

1.	5.1 + 6
2.	5.1 + 0.6
3.	5.1 + 0.06
4.	5.1 + 0.006
5.	5.1 + 0.0006
6.	3 + 2.4
7.	0.3 + 2.4
8.	0.03 + 2.4
9.	0.003 + 2.4
10.	0.0003 + 2.4
11.	24 + 0.3
12.	2 + 0.3
13.	0.2 + 0.03
14.	0.02 + 0.3
15.	0.2 + 3
16.	2 + 0.03
17.	5 + 0.4
18.	0.5 + 0.04
19.	0.05 + 0.4
20.	0.5 + 4
21.	5 + 0.04
22.	0.5 + 0.4

23.	3.6 + 2.1	
24.	3.6 + 0.21	
25.	3.6 + 0.021	
26.	0.36 + 0.021	
27.	0.036 + 0.021	
28.	1.4 + 42	
29.	1.4 + 4.2	
30.	1.4 + 0.42	
31.	1.4 + 0.042	
32.	0.14 + 0.042	
33.	0.014 + 0.042	
34.	0.8 + 2	
35.	0.8 + 0.2	
36.	0.08 + 0.02	
37.	0.008 + 0.002	
38.	6 + 0.4	
39.	0.6 + 0.4	
40.	0.06 + 0.04	
41.	0.006 + 0.004	
42.	0.1 + 9	
43.	0.1 + 0.9	
44.	0.01 + 0.09	



Fluency Support for Grades 6–8 Date: 4/2/15





engage^{ny}

Name_____

Date _____

Lesson 11: Comparing Ratios Using Ratio Tables

Exit Ticket

Beekeepers sometimes supplement the diet of honey bees with sugar water to help promote colony growth in the spring and help the bees survive through fall and winter months. The tables below show the amount of water and the amount of sugar used in the Spring and in the Fall.

Spring Sugar Water Mixture		
Sugar (cups)	Water (cups)	
6	4	
15	10	
18	12	
27	18	

Fall Sugar Water Mixture		
Sugar (cups)	Water (cups)	
4	2	
10	5	
14	7	
30	15	

Write a sentence that compares the ratios of the number of cups of sugar to the number of cups of water in each table.

Explain how you determined your answer.







Name _____

Date_____

Lesson 12: From Ratio Tables to Double Number Line Diagrams

Exit Ticket

Kyra is participating in a fundraiser walk-a-thon. She walks 2 miles in 30 minutes. If she continues to walk at the same rate, determine how many minutes it will take her to walk 7 miles. Use a double number line diagram to support your answer.







Name _____

Date

Lesson 13: From Ratio Tables to Equations Using the Value of a **Ratio**

Exit Ticket

A carpenter uses four nails to install each shelf. Complete the table to represent the relationship between the number of nails (N) and the number of shelves (S). Write the ratio that describes the number of nails per number of shelves. Write as many different equations as you can that describe the relationship between the two quantities.

Shelves	Nails
(5)	(N)
1	4
2	
	12
	16
5	









Cur Survivor: Inside the Cell Membrane

"INCOMING!"

You duck just in time, as yet another cluster of what appears to be party streamers flies past you and crashes. Other curly masses of matter immediately swarm, rebuilding the smashed objects. The things are flying about by the millions, spinning and pulsating, some the size of soccer balls, others as big as refrigerators.

A damaged mass is carried off quickly to a huge barrel-like structure made of what appear to be stacked rings.

The hum of electricity is deafening as you struggle through the web of supports woven into a huge obstacle course. Wading through thick goo, it seems gravity has no effect here.

Is this a house of horrors? A science fiction

movie? Nope. This is the inside of every cell in your body!

You've just read a description of what you might experience in a cell that was enlarged to a scale where an atom would be the size of the eraser at the end of your pencil.

Cells are very busy places. Chemicals are being transported, proteins are being repaired and discarded, and food and oxygen are generating electricity. All of these activities are necessary for a cell to survive. Cells are also tirelessly working to replicate and divide, making copies of themselves.

Nobody really knows for sure, but some experts estimate that there are as many as 50 trillion cells in your body. Your body is quite an active place. The activity in your cells is on a microscopic scale and happens at great speeds.

Cells in your body make up several types of tissue, and different tissues organize to form organs. Your organs work together in body systems. For example, your heart and blood vessels form the circulatory system, which pumps blood throughout your body.

The cells making up plants are different from animal cells, but they still undergo certain activities that keep the cells alive and the organism healthy. Even nature's smallest and simplest beings are made of cells. Single-celled organisms like bacteria, protists and some fungi have some of the same structures and undergo similar processes as plant and animal cells.



The cell is the basic unit of structure and function for all living things. Every living thing is made of cells, from bacteria to the most complex organisms, like humans. Cells are the building blocks of all life. This week, we will focus on animal and plant cells.

Cell Structure

Perhaps the

A cell has structures that help support its life and carry on cell activities. There are many differences between animal and plant cells and among different types of cells—such as bone cells and blood cells—within an organism.

The cell membrane encloses the cell. It is a thin structure that allows some materials into the cell and some out of it. Although the substance is quite thin, at the tiny scale of a cell, the membrane is as strong as the iron

wall of a safe (You will learn more about how the cell membrane works in the investigation on Page 4). Inside the cell membrane is cytoplasm, a gel-like fluid made mostly of water. Cytoplasm fills up most of the cell. Throughout the cytoplasm are organelles, tiny structures that carry out the activities that keep the cell alive.

Plant Cell cell wall vacuole cytoplasm organelles nùcleus

Cells: The Body's Building Blocks

center of the cell. Located near the center of the cell, the nucleus contains chromosomes that hold the information used to direct cell activities and make new cells. The chromosomes are made of DNA, the molecule that determines the organism's individual traits. The nucleolus is a structure inside the nucleus that makes ribosomes. The nucleus is surrounded by the protective nuclear membrane.

The cytoplasm contains many other organelles that share responsibilities for cell activities. Ribosomes and endoplasmic reticulum make important products for the cell, including fats and proteins. Golgi bodies help package some of these products and distribute them throughout the cell. Vacuoles are fluid-filled structures that store different materials. Some vacuoles store food; others store waste.

Plant cells have a unique feature that gives them extra support and shape. The cell wall is an outer barrier made of cellulose, the main component of wood.

Cell Processes

Biologists use the word metabolism to describe all of the activities taking place within a cell. The basic functions of metabolism are to release energy from food, make chemicals the cell needs and get rid of waste.

Plants and animals obtain and use energy in different, but complementary, ways. Photosynthesis and cellular



Everyday Science

Shipwrecked!

Your ship is lost, and you are adrift in a lifeboat. As the supply of fresh drinking water dwindles, you wonder, "Can I drink sea water?" The short answer is "No!"

Sea water is a combination of water and several compounds, including salt. The digestive system is not



Scanning Electron Microscope

Since van Leeuwenhoek made drawings of objects magnified 275 times, improvements in microscopes have made it possible to see objects magnified as much as 1,400 times. The light microscope only works if the object is thin enough for light to pass through. But some objects, like red blood cells and viruses, are too small to see much detail



able to remove all of the salts contained in the sea

water. The body uses water in each cell to help flush out the extra salt. Cells are nearly 2/3 water, which is used to conduct all of the cell's activities. Using that water to remove the salt leaves the cells seriously dehydrated. A person who is dehydrated can suffer

headaches, cramps

and, in severe cases,

hallucinations and death.



through light microscopes. Objects on solid surfaces do not allow light through.

The scanning electron microscope (SEM) is capable of enormous magnification. A specimen is coated with a thin layer of gold before it is placed in the specimen chamber. An electron gun fires a stream of electrons at the specimen. This causes the gold molecules to release their electrons. These electrons are collected and sent to a TV viewing screen. The pattern of the electrons shows up as light and shadow. The black-and-white image is a vivid picture of tiny objects with three-dimensional appearance magnified up to 250,000 times! An image from a SEM is known as a micrograph. Micrographs can be colored by hand or computer to show more detail.

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respiration are necessary to the survival of most organisms on Earth. Cellular respiration occurs when oxygen is chemically combined with food molecules to release energy. This chemical process can be written this way:

glucose (sugar) + $O_2 \rightarrow CO_2 + H_2O$ + energy

Organelles called mitochondria perform this function for a cell. Both plant cells and animal cells get energy from cellular respiration.

Photosynthesis is the food-making process of plants and some other organisms. Plant cells contain organelles called chloroplasts that use chlorophyll to capture the energy of the sun. The energy is used to combine water and carbon dioxide to make glucose-a simple sugar plants use as food. This chemical process can be expressed this way:

 $CO_2 + H_2O + energy \rightarrow glucose (sugar) + O_2$

You can see that one process is the reverse of the other. The complementary nature of these two processes makes life as we know it on Earth possible.

Cell Division

If you've ever mown a lawn, you know that grass grows quickly. Where is that new grass coming from? An organism grows by making new cells. Even after an animal reaches maturity, it still makes new cells. Cells can become injured and die. New cells need to be made as replacements through the process of cell division. (Read more in "This Week's Question.")

Cells Form Tissue

A group of cells that work together to perform a specific function is tissue. Muscle tissue, for example, is made of muscle cells that have the special ability to contract or relax. This enables your body to move. Other human tissue includes epithelial tissue,

nerve tissue and connective tissue. These

Week 2 of 8 • Page 3

Epithelial tissue forms membranes that cover body surfaces and line body cavities, such as the inside of your cheek. Nerve tissue makes up the brain, spinal cord and nerves. Connective tissue supports and holds together other tissues. It is a broad category of tissue that includes bone, fat and blood.

Plants and other organisms have additional types of tissues. Xylem and phloem are transport tissues that move water and minerals throughout a plant. Several plant tissues work to support and protect the plant. Tree bark is a tissue that acts as a protective covering.

Tissue Forms Organs

Different kinds of tissue work together to form organs. An organ is a structure made up of two or more tissues that work together to carry out a specific job. Your heart is an organ made up of muscle tissue, nerve tissue and connective tissue. These tissues work together to keep blood pumping throughout your body. Your mouth, esophagus, stomach and intestines work together to turn the food you eat into energy. This group of organs is known as the digestive system.

Roots, stems and leaves are organs found in many plants. Each organ has special functions that help the plant survive.



How do cells reproduce?



Cells reproduce using cell division. New cells are formed when existing cells divide. Before a cell can divide, it must make copies of itself. Mitosis is the dividing of the material in the cell's nucleus.

Chromosomes are structures within the nucleus that contain DNA, the molecule that determines the genetic traits of the organism. Before the first phase of mitosis, chromosomes are copied. In the next phases, the chromosomes line up in the center of the nucleus and separate, leaving two clusters, one at the site of each future nucleus. A nuclear envelope forms around each group of chromosomes, separating the nucleus from the cytoplasm. The next step, cytokinesis, divides the cytoplasm, forming two daughter cells. The daughter cells are exact copies of each other. They begin to grow and function as their parent cell. The process takes a matter of hours. Errors in cell division are rare. These errors can result in death of the cell, abnormal growth or cancer.

Anton van Leeuwenhoek (1632-1723)



In 1665, English scientist Robert Hooke amazed everyone with his book "Micrographia," which contained drawings of tiny objectsobjects as small as ants, fleas and even snowflakes. Hooke wasn't just squinting or imagining what they might look like. He could really see them. Hooke was able to accomplish this using a microscope that magnified objects by a power of 30. His sketches were some of the most detailed ever drawn, so you might imagine Hooke's surprise when he began to receive letters from an unknown Dutch linen merchant



containing drawings of objects that were magnified 275 times! Anton van Leeuwenhoek had little formal education, but he was a technical genius. He had figured out how to manipulate glass in a way that produced small, powerful lenses. For 50 years he sent letters to Hooke and other members of London's Royal Society that showed his findings. He wanted to share what he had learned, but van Leeuwenhoek was secretive about his methods and reluctant to share his tools with others. Van Leeuwenhoek was the first to observe bacteria and protists. These single-celled organisms were unknown at the time, so the skeptical Royal Society sent a team to observe van Leeuwenhoek and evaluate his work. The team saw that his findings were accurate, which opened a new world of exploration for decades to come!



Egg Osmosis

A cell membrane permits some materials to pass through while keeping other materials out. This membrane is called a selectively permeable membrane. You might think of the cell membrane as a plastic bag with holes in it. Under normal conditions, water constantly passes in and out of this membrane. This movement of water is called osmosis. Like other substances, water moves from an area of higher concentration to one of lower concentration. This process is called diffusion. When the transfer of water molecules in and out of a cell reaches the same rate, a state of equilibrium is reached.

In this investigation, you will use an egg as a model of a cell to explore osmosis. You will use three liquids to learn about the diffusion of water molecules as a state of equilibrium is reached.

vinegar

balance

• spoon

corn syrup

Note: The egg will be extremely fragile, so handle with great care.

Materials:

- a raw egg
- graduated cylinderdistilled water
- beaker
 - peaker

Directions:

- **1.** Using the balance, record the mass of the egg.
- **2.** Pour 200 ml vinegar into the beaker and carefully place the egg into the beaker.
- 3. Set aside the egg and vinegar for 24 hours.





- **4.** Carefully remove the egg with the spoon. Record observations.
- **5.** Rinse gently and record the mass of the egg.
- 6. Measure the amount of vinegar left in the beaker. Record.
- 7. Discard the vinegar and rinse the beaker.
- **8**. Repeat steps 2 through 7 using the corn syrup.
- 9. Repeat steps 2 through 7 using the distilled water.

After 24 hours in	Mass of egg (g)	Volume of remaining liquid (ml)	Observations
No liquid (control)			
Vinegar			
Corn syrup			
Distilled water			

What happened to the egg's mass after 24 hours in vinegar? What happened to the egg's mass after 24 hours in the corn syrup?

Explain the volume of liquid remaining when the egg was removed from the corn syrup.

When the egg was placed in the water, which direction did the water molecules move? Explain your answer.



Microscopes reveal in detail objects that

no one could have imagined. We now have the technology to make detailed pictures of the tiniest objects. The first pictures of cells were drawn by hand. This continues to be one way to show and study tiny organisms and cells.

Use a hand lens or (even better) a microscope to look at tiny objects. Practice making detailed drawings of the objects. Use different colors to make certain structures stand out. Offer your drawings to your teacher or friends and ask them to identify the object. Try making a drawing of an object before it is magnified to see if you can make accurate predictions. When was the last time you really stopped to think about picking up a pencil, or opening a door? You probably can't remember. Most of us rely on our brains and muscles to do simple jobs for us without even having to think about it. That can change, though, if an injury or illness causes us to loose an arm. How would we button our shirts or give a hug then? Odds are, it would be with the help of a prosthesis, or artificial limb. These tools used to be made out of wood, but doctors and engineers have been doing some amazing work in recent

years to make artificial limbs better than ever.

A person who has lost an arm or a leg is known as an amputee. Once an amputee has had some time to recover, he or she is often fitted with a new limb. The most advanced of these even have working fingers! These artificial limbs are so advanced that they can pick up pencils or zip up a jacket. Many of the people in need of these devices are military personnel. who have been injured fighting in places like Iraq or Afghanistan. The good news is that with help from our scientists and engineers, many of these soldiers will be able to hug their families again.





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Primary Source & Bonus Media

Touring Sunny South America

A Few Strange Creatures

South America is home to some very unusual animals. Let's take a look at a few of the animals that live only in South America.

One of the most interesting and unusual South American animals is the marine iguana. This reptile lives only on the Galapagos Islands west of Ecuador. The marine iguana looks frightening, with its spiky scales, fierce-looking mouth, saltcovered head and sharp claws, but it is really quite harmless. The marine iguana eats algae and seaweed, which it scrapes from underwater rocks and pulls from the ocean. The marine iguana also has a special salt gland that cleans its body of the extra salt it takes in while feeding in the ocean. The salt gland is located right between its eyes. When the gland is full, the iguana sneezes, showering itself and everything around it with salt crystals.

Another unusual South American animal is the vicuna. The vicuna is the smallest member of the camel family, weighing around 90 pounds and standing between 2 1/2 and 3 feet tall. Vicunas live high in the Andes Mountains, in the countries of Bolivia, Chile and Peru. They have very long necks and soft, rust-colored fur. The vicuna was nearly hunted to extinction during the 1960s and 70s when vicuna meat and fur were very popular. Their numbers dropped to only 6,000 during this time, so the countries of Chile and Peru created special parks where the vicuna now live in a protected environment. Today, there are more than 350,000 vicunas, but they are still listed as a protected species, which means that it is illegal for humans to kill the animals.

The toucan, a large and noisy bird, also comes from South America. With its huge, colorful bill, the toucan is one of the most recognized birds in the world. The toucan's bill is over 7 inches long and is made mostly of keratin, the same material your fingernails are made of. The toucan uses its bill to reach berries and fruits on small tree branches. It also uses its bill to peel fruit before eating it. The toucan is easy to recognize because of its colorful bill, as well as its loud screech. It lives in small flocks, often of no more than five other birds, and can live up to 20 years. The toucan is also a popular pet and is sold in pet stores throughout the world.

Some other interesting animals that call South America home are

the llama, alpaca, giant tortoise, bloodsucking bat, jaguar and giant anteater. If you love unusual animals, South America has plenty of species to keep you busy!





Did you know that you could help scientists study how climate change affects plants and animals?



You can become a citizen scientist with the National Phenology Network no matter how old you are!

Be a Citizen Scientist!

The word "phenology" means the study of how timing affects plants and animals. Scientists observe things like when birds migrate, when flowers bloom or when insects swarm. There just aren't enough scientists to study all of the plants and animals in the country. That's where all of us come in!

By going to the National Phenology Network at www. usanpn.org you can sign up to follow a particular animal or plant in your own backyard. For example, you might sign up to monitor goldfinches in your yard. You would record what they are eating, how many you see at your bird feeder and where they build a nest. The site will show you how to register to be a citizen scientist, observe your chosen species and report what you have seen. All you need is Internet access. Anyone under the age of 13 needs an adult to register on the site for them. By contributing to the network you will be joining government agencies, universities and other professionals that use the data to monitor invasive species, manage wildlife and study the effects of climate change. All you have to do is be curious and observant!



Touring Sunny South America

South America is the fourth largest of Earth's seven continents, behind Asia, Africa and North America. It extends from the Caribbean Sea on the north to Cape Horn on the south. The Pacific Ocean lies to the west, and the Atlantic Ocean borders the continent to the east. South America covers 6,880,700 square miles, or about 12 percent of the Earth's surface. About 387 million people, or six percent of the Earth's population, live in South America. The countries that make up this continent are Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, the Falkland Islands (territory of the UK), French Guiana (a region of France), Guyana, Paraguay, Peru, Suriname, Uruguay and Venezuela.

Climate

Most of South America enjoys a tropical climate that is warm year-round. The only area of this continent that experiences really cold weather is the upper Andes Mountains, which are some of the highest mountains in the world. The Andes have many snow-covered peaks that are over 20,000 feet tall. The hottest temperatures in South America are found in the lowlands of Argentina, where temperatures often reach 110 degrees. Temperatures in the Amazon rain forest are usually between 70 and 90 degrees, and the humidity is very high. In the southern part of South America, temperatures average in the 30s during the winter and the 60s in the summer.

Most areas of South America have a wet season and a dry season. The wet season falls somewhere between November and mid-April, and the dry season falls between mid-April and October. Most areas receive plenty of rain, with many areas receiving more than 80 inches per year. The wettest spot in South America is Quibdo, Colombia, where it rains more than 350 inches per year! The plains of Patagonia, located in the southeast part of Argentina, receive only about 10 inches of rain per year, making this the driest area of South America.

Government

Most of the countries in South America have written constitutions and are considered republics, a government in which the people vote and elect leaders to represent them. Most of the governments in South America have been overthrown by the military at some time. When the military took control, the citizens had very few rights and had no say in what happened in the country. Beginning

in the mid 1980s, these military governments began to disappear and democratic governments began to take control of most South American countries once more. Today, each South American country elects its own government leaders to rule the country.

People

mestizo race, which is a mixture of American Indians and other races. Nearly half of the people in South America live in Brazil, and the other most populated countries are Colombia, Argentina, Peru, Venezuela, Chile and Ecuador.



Mountains. More than 80 percent of South Americans are Roman Catholics. There are also large numbers of Protestants in Brazil and Chile.

Economy

South America makes most of its money by selling goods and natural resources to other countries. Nearly half of the world's coffee comes from the countries of Brazil and Colombia. Cotton is exported from Argentina, Brazil, Colombia, Paraguay and Peru. Sugarcane is an important crop in Brazil. Ecuador is the largest exporter of bananas in the world, and Chile is famous for its kiwi fruit, grapes and wine. Argentina, Brazil, Colombia and Venezuela raise cattle and sheep and export beef, lamb and wool.



The Armadillo Who Wanted to Sing

A tale is told in Bolivia of an armadillo who longed to be able to sing. The armadillo loved to sit near a large pond, listening to the frogs sing their beautiful songs. "Oh," said the Armadillo, "How I wish I could sing." The frogs heard the armadillo and laughed. "How ridiculous," they croaked. "Armadillos can't sing!"

When evening came and the armadillo heard a family of crickets singing their beautiful songs, he sighed, "Oh, how I wish I could sing!" The crickets heard his wish and laughed to themselves. "Don't be ridiculous," sang the crickets. "Armadillos can't sing!"

A few days later, a man came down the road carrying a cage of canaries. He followed the man as far as he could, listening to the canaries' beautiful songs. The armadillo said, "Oh, how I wish I could sing." The canaries laughed, "Don't be ridiculous. Armadillos can't sing." The armadillo grew tired of

following the birds, so he lay down to rest at the door of a great wizard. The next morning, the armadillo asked the wizard to grant his wish and make him sing. The wizard smiled a little at the silly armadillo, but decided to grant his wish. He told the armadillo, however, that he would have to pay the price. The wizard could make him sing, but the armadillo would have to give up his life. The armadillo agreed and the wizard killed the lovely animal in order to grant his wish. He then used the armadillo's shell to create an extraordinary musical instrument, which he gave to the town musician.

When the frogs, crickets and canaries heard the musician play the remarkable instrument, they all agreed that the armadillo had indeed learned to sing.

Today, the armadillo's shell is used to make the charango, a 10-stringed South American instrument that "sings" beautifully.

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What is **Ceviche?**

Ceviche is a popular seafood dish served throughout South America. It is made from raw seafood marinated in lime juice. The acid in the lime juice causes a chemical reaction in the fish that "cooks" it without heat. Each South American country serves ceviche a bit differently. In Peru, ceviche is the national dish and is served with hot peppers, sweet potato, corn and onion. Peruvians also serve ceviche as an appetizer in a small glass, along with a spoon for drinking the leftover lime juice, called leche de tigre, or "tiger's milk." In Ecuador, ceviche is served with popcorn and nuts. In Chile, ceviche is served with grapefruit, garlic, red chili peppers and cilantro. Ceviche has been enjoyed in South America for centuries, but

restaurants throughout the United States are just beginning to serve it as the new "in" appetizer. Have you tried ceviche?



Week 14 of 28 • Page 3

Many of the people in South America have ancestors who came from Spain, Portugal or Africa, but the largest race in South America is the



of South America, but there are a few that speak other languages instead. In Brazil, the official language is Portuguese; in Guyana, they speak English; in Suriname, they speak Dutch; and in French Guiana, the national language is French. Quechua, Aymara and Guarani are American Indian languages that are spoken by those who live in the Andes

> South America also exports iron and steel, cars, trucks, ships, tools, airplanes and military vehicles.

Many people in South America are very poor, and families often grow just enough food to survive. These families grow beans, corn, potatoes and cassava (a large root vegetable), along with a few other fruits or vegetables to keep their families fed. They may also raise a few goats, chicken or sheep, if they are able.



trading ships going between Manila, the capital of the Philippines, and Acapulco, Mexico.

American

Civics

The First Filipino

Reason and Logic:

Settlers in America

communities. In the

1760s, New Orleans

was the capital of

the Spanish colony

of Louisiana. Sailors

from the Philippines

served on Spanish

challenges while

often faced

building new

Conditions on the ships were harsh, and Filipino sailors were often slaves. Some of them jumped ship (escaped) around 1765 and traveled to Louisiana. Once there they hid in the marshlands outside of New Orleans to avoid capture by the Spanish. They formed a colony of fishermen who lived and worked in the swamps and bayous.

These early Filipino settlers were called the Manilamen. Their first village was named Saint Malo. The Manilamen built their houses on stilts in the swamps. They developed a successful method of drying shrimp in the sun on raised platforms. The processed shrimp were exported as far away as Asia and South America.

The fishermen often sent money back to the Philippines so that more relatives could immigrate (move) to New Orleans. Manilamen's families did not stay in the fishing villages, but lived in homes in New Orleans. Their children would come to work on the platform during busy harvest times.

There were seven Filipino villages in all. Saint Malo was the first, and Manila Village was the largest. Hurricanes have destroyed all of the original villages, but their shrimp-drying legacy lives on. The Manilamen used reason and logic to survive in their environment, just as people do today.

Have you ever noticed where your school is built? Is it located on level land or a slope? Is it a one-story building or taller? What things make the location and design of your school building reasonable and logical?



The Amazon River

At about 4,080 miles long, the Amazon River is the world's second-longest the world's second-longest viver, after the Nile, and carries more water than any other river in the world. The Amazon begins in the Andes Mountains of northern Peru, travels across northern Brazil and empties into the Atlantic Ocean near the Brazilian city of Belem. Hundreds of rivers and streams throughout Brazil, Peru, Bolivia, Ecuador and Venezuela flow into the Amazon.

During the rainy season, from January to June, the Amazon is flooded with fresh rainwater. In Brazil, the width of the river is normally between 1 and 6 miles, but during flood season the Amazon swells to up the 30 miles wide in spots.

The Amazon is surrounded by thick rain forests, most of which have never been explored or settled by Europeans. There are even some native tribes living along the Amazon that continue to live just as they did before Europeans first came to the area in the 1600s.

Amazon River

Norld Geography

Name



ACROSS

- race made up of a mixture of American Indians and other races
- **3.** an animal that is illegal to kill
- 5. the smallest member of the camel family
- 6. a large root vegetable
- 8. a government in which the people vote and elect leaders to represent them
- 9. a 10-stringed instrument made from the shell of the armadillo

DOWN

- 1. South American reptile found only on the Galapagos Islands
- **2.** a popular dish made from raw seafood marinated in lime juice
- 4. a large bird with a colorful bill
- 7. river that carries more water than any other river in the world

South America

Directions: Label all 14 countries of South America on the map to the right. You may use the map on Page 2, a world atlas, or a classroom map for help with this activity. Be sure to label the capital city next to the dot that appears in each country. A list of country names and capitals is included below.

Countries of South	America:	Capital Cities :
Argentina		Buenos Aires
Bolivia	La Paz (gove	rnment capital)
	Sucre	e (legal capital)
Brazil		Brasília
Chile		Santiago
Colombia		Bogota
Ecuador		Quito
Falkland Islands		Stanley
French Guiana		Cayenne
Guyana		Georgetown
Paraguay		Asunción
Peru		Lima
Suriname		Paramaribo
Uruguay		Montevideo
Venervela		Canada



Caracas



If you could become an unusual South American animal for a week, which one would you choose? Using correct grammar, spelling and punctuation, tell which animal you would become and why. Describe what your day would be like, what you would eat, how you would spend your time and what the best and worst parts of your life as an animal would be.

> 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: _

Global Studies Weekly (6th Grade)

Date:

2nd Quarter, Week 14 - South America

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

- 1. Although most places in South America have a warm tropical climate, where is the coldest region found?
 - (A) the Amazon rainforest
 - [®] the plains of Patagonia
 - [©] the Amazon river basin
 - ① the Andes Mountains
- Use the map on the right and what you know to answer #2.
- 2. In which country is most of the Amazon River Basin?
 - Brazil
 - [©] Peru
 - Belem
 - ③ Venezuela
- 3. Which of the following are text-based details about the marine iguana?
 - It sneezes to clear its body of excess salt.
 - [®] It coughs to shed its old skin.
 - [©] It eats algae and seaweed from underwater rocks.
 - It lives high in the Andes Mountains, in Bolivia and Peru.



- 4. What fact would best complete the web at right?
 - 🕑 cassava
 - © goats
 - (H) sugarcane
 - ① potatoes



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- 5. Which of the following are physical features of South America?
 - (a) the world's longest river
 - [®] the world's highest waterfall
 - © a river with more water than any other river in the world
 - D the strangest animals on the Earth
- 6. Which of the following does the author use to support the idea that some areas in the Amazon Rain Forest have been changed little by human development?
 - [©] There are tribes along the river that live the way people did before the 1600s.
 - [©] When the river swells to 30 miles wide, no one can live in the area.
 - (1) There are no people living in the Amazon Rain Forest.
 - ^① Piranhas keep people from dwelling in the Amazon Rain Forest.
- 7. Read the following section of the text about the traditional dish, ceviche:

The acid in the lime juice causes a chemical reaction in the fish that "cooks" it without heat.

Why is the word "cooks" in quotation marks?

- [®] Someone cooks the fish in a kitchen with actual juice, not chemicals.
- [®] The fish is not heated, so it is actually raw and not really cooked.
- [©] It is another way to describe sushi.
- ^① Ceviche is a dish with lots of different ingredients that cooks can add.
- 8. Since most of the countries of South America have written constitutions and elect their government leaders, which type of government do they have?
 - ⑤ socialism
 - [©] monarchy
 - The republic
 A second sec
 - (J) communism

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

9. Explain how "The Armadillo Who Wanted to Sing" is written as a narrative story but teaches us about a true cultural fact. Use information from the text in your response.

Global Studies Weekly Teacher Supplement

10. How is Brazil different from other South American countries? Give at least three text-based examples in your answer.

Global Studies Weekly

Teacher Supplement

South America Facts

• Argentineans eat more meat than any other people in the world—an average of 10 ounces per person per day.

• The world's most powerful earthquake happened in Chile in 1960. It measured 9.5 on the Richter scale and killed more than 1,650 people.

• The Amazon River Basin has the largest tropical rainforest in the world.

• The Andes is the longest mountain range in the world. It covers more than 4,000 miles through seven South American countries.

• Venezuela has the highest waterfall in the world. The water crashing down Angel Falls travels 3,281 feet from top to bottom.

• South America's Amazon River is the second longest river in the world, after the Nile. It measures 4,080 miles long and contains more water than any other river in the world.

• About 5 million people in Brazil work at planting, harvesting, sorting or shipping coffee beans.

• There are more than 3,000 varieties of potatoes grown in Peru.

• One of the least expensive places in the world to live is Asunción, the capital of Paraguay.

• The Amazon River dumps 60 million gallons of water into the Atlantic Ocean every second—that's enough water to fill 2,000 swimming pools every second!

• The widest street in the world is the Avenida 9 de Julio, in Buenos Aires, Argentina. It is 18 lanes wide and measures more than 360 feet.

Wayne-Westland Community Schools Elementary Art Distance Learning Lessons

Week of 5/4/20

SHAPE OR FORM ROBOTS



SHAPE OPTION: Use Geometric 2-D and/or 3-D shapes to create a drawing of a robot. Think about what the purpose of your robot is, and how you can show that in your drawing. Hint there is a guided drawing link below if you would like to work alongside an artist!

FORM OPTION: Collect 3-D objects and build a Robot Sculpture using them! Remember that 3-D is "in the round" meaning that 3-D can be viewed from many different angles all the way around a Sculpture. Cereal boxes, soup cans, Pasta boxes, blocks, plastic cups are great places to start!

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.

INSPIRATION:



Robots are a popular theme seen in Contemporary Artist Eric Joyner's artwork. In fact we're surrounded by robots! Robots help check out our groceries at the Grocery store, Robots dispense money at an ATM. Some people even have robots at home that clean their floors! Siri and Alexa are robots! Do you have a robot in your house? If you could pick any robot to do any job for you what would it be?

Do a guided drawing : <u>https://www.youtube.com/watch?v=UHX69T9bqCc</u>

Read story: *Robots, Robots, Everywhere!* https://www.youtube.com/watch?v=0wemSqCNfqI

Check out these other robot activities and inspirations: <u>https://cassiestephens.blogspot.com/2020/03/robot-week-home-based-art-making</u> <u>.html</u> SHAPE AND FORM RESOURCES:

YouTube Videos:

Peep and the Big Wide World: Quack and the Amazing Sandy Magic

Peep and the Big Wide World: Quack's Square Deal

The Shape Song Swingalong

Shapes song for kids | The Singing Walrus

3D Shapes Song | Shapes for kids | The Singing Walrus

Volume Geometric Shapes with volume For Kids - Primary Vocabulary

Books:

Color, Line, & Storytime! Art themed books for kids.

https://www.storyjumper.com/book/read/19764748/The-Shape-Monster#page/16

Round is a Tortilla: A Book of Shapes

Games:

Magical Shape Hunt . Games . peg + cat

Shapes! A Geometry Activity for Children

Free Art Games for Kids- Complete Geometric Shapes Game

Free Art Game for Kids-- Shape Hunt

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

- 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 <u>wilburnp@wwcsd.net</u>

LIFE SKILLS Activities

Topic: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in helpful ways.

Kindergarten

Discuss what a bug and a wish is (the students should know!). Use the format "It bugs me when ______, I wish you would ______" to practice using a bug and a wish in situations that could frustrate a child such as cutting in line, not sharing, being too loud, etc.

1st Grade & 2nd Grade

Read/watch the <u>Berenstain Bears Trouble with Friends</u>. Discuss what made the conflict between Sister and Lizzy and what made the conflict worse/better.

3rd Grade

Watch <u>The Day No One Played Together</u> and discuss how compromise was used.

4th Grade

Have the student choose a conflict scenario (they forgot their homework, them and a friend are in a fight, their mom or dad is upset with them for not doing their chores, etc.). Once a conflict is in mind, have them write a description of the conflict, why it's important to solve it, and two ways the conflict could be solved.

5th Grade

Discuss what cyberbullying is. Have they been affected by it? Do they know people who have? Why does it happen? How can we prevent it? How can we stand up to it?

All Grades:

Please feel free to play the games we do at the end of each class that help practice teamwork, communication, active listening, cooperation, etc. Even ask your child at the end of the game why the game is played in life skills and they'll have an answer for you!

Game Ideas:

Simon Says Four Corners Would You Rather Telephone Hot Potato Pictionary Charades Wayne-Westland Physical Education Elementary Distance Learning Lessons

Week of May 4th

Move It Monday

Today we're gonna play Rock Paper Scissors with a twist! You can play this game with as many family members as you can find. Stand facing someone and play rock, paper, scissors. If you do not win the game, you have to do your favorite exercise five times, such as push ups, sit ups, squats, jumping jacks, running in place for 5 seconds, etc. If you have more than two people playing you can switch who you play every game. Keep track of how many exercises you end up doing!

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 Workout Beginners

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

Today you are going to be creative and build yourself an obstacle course. Find some outdoor space outside your home (or inside if the weather is bad), and use some items you may have at your house. Some items you may be able to use are hula hoops, jump ropes, sidewalk chalk to draw spaces to hop or jump in, pool noodles to curve and crawl under, buckets or boxes to run around or jump over, a basketball to dribble or shoot if you have a hoop or a soccer ball to dribble around a space you define. If you're inside you can use boxes, chairs with blankets, toys that you can set up to move around, you can add jumping jacks and push ups, climb up and down stairs, and you can draw arrows on paper so you know what direction to go. Have fun!

SPANISH ACTIVITIES The Week of May 5th - May 8th

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: williamssd@wwcsd.net Mon & Wed 10:00 - 12:00



Tema (Theme)

The Fifth of May

Cinco de Mayo Vocabulary

- <u>Mexico</u> a North American country south of the United States, with Spanish as its national language.
- Battle of Puebla (May 5, 1862), battle fought at Puebla, Mexico, between the army of the liberal government headed by Benito Juárez and the French forces sent by Napoleon III to establish a French satellite state in Mexico.
- <u>Cinco de Mavo</u> is an annual celebration held on May 5. The date is observed to commemorate the Mexican Army's victory over the French Empire at the Battle of Puebla, on May 5, 1862, under the leadership of General Ignacio Zaragoza.
- Benito Juarez -was a Mexican statesman and resistance leader against the French. After defeating the • Austrian would-be emperor Maximilian, Juárez instituted numerous liberal reforms as president.
- General Ignacio Zaragoza - was a Mexican general and politician. He led the Mexican army that defeated invading French forces at the Battle of Puebla on May 5, 1862
- Maximilian was a French Emperor that ruled Mexico from 1864 until 1867, when Maximilian was killed and • the Mexican republic was restored.
- fiesta a celebration or party •
- maraca a Mexican rattle or noisemaker that makes sounds when shaken •
- mariachi - a Mexican band of musicians who play music and dress in the traditional way
- piñata a decoration made of paper mache, decorated with streamers and ribbon, and filled with candy it is • hit with a stick by children and candy is spilled for all to gather
- pueblo a traditional Mexican home built with adobe •
- sombrero a traditional Mexican hat.

iHola! Amigos Y Amigas, I kinda went overboard on activities and videos for this week's Spanish learning activities. Cinco de Mayo has always been one of my favorite Spanish holidays to celebrate with my students!! Please feel free to pick up to 3 activites a day along with a video. Remember that you are not receiving a grade for the completion of these activities Rather, they are meant to serve as additional practice of Spanish vocabulary and culture..As always Have Fun! "**Olé**

Fun Cinco de Mayo Songs, because it's fun to sing & listen to music while you work :)))

https://www.youtube.com/watch?v=EqRtpbWzxYI

https://www.youtube.com/watch?v=19w04KBhILc

https://www.youtube.com/watch?v=mikgYdPoxos

https://www.youtube.com/watch?v=mikgYdPoxos&list=RDmikgYdPoxos&start_radio=1#t=5https://www.youtube.com/watch?v=4bFJnpaE5O4

Virtual Viewing Party: Cinco de Mayo

https://app.discoveryeducation.com/learn/player/ffd255ae-9bbb-4bb3-961d-1abb4142f38a

https://app.discoveryeducation.com/learn/player/d96bb41c-fd46-40b1-b567-ee3b858a60a4

https://app.discoveryeducation.com/learn/player/4d22e639-406d-4b4f-9af5-89cf8e70f76b

https://app.discoveryeducation.com/learn/player/d121d7c2-71ee-4ae9-ac40-e37eeacf5719

https://app.discoveryeducation.com/learn/player/445cf5e1-c83b-4316-aee1-1921b99c450c

https://app.discoveryeducation.com/learn/player/c44c684b-1da4-49a9-9731-3a5b276e2e2e

óhttps://app.discoveryeducation.com/learn/player/2c89c07a-b264-48bb-bf29-d708360839fd

Monday, May 4th - lunes, el 4 de mayo

Options/Opciónes

- Create cards with vocabulary words and definitions written on them and decorated in the traditional Spanish colors of red- rojo (**row-hole**), green (**bear-day**), and white (**blahn-kohl**). Use the flashcards to play a matching game with them, like Concentration, or other games such as Go Fish or Old Maid.
- Incorporate math games by focusing on the number five cinco! Count by fives, use clock skills focusing on fives. cinco (seen-kohl), (5), diez(dee-ehs) (10), quince (keen-seh) 15, veinte (bayn-teh) 20, treinta (train-tah) 30, cuarenta (kwah-rent-ah) 40, cincuenta (seen-kwehn-tah) 50, & sesenta (say-sent-ah) 60.

Note: 2nd- 5th grade can review and practice telling time as we did in Spanish (click on the link for review handout) https://docs.google.com/document/d/1Y2J1woKAWiFy99PfOYudveEcc_bXug5Rv1m8263mx Ow/edit

- Incorporate geography by finding Mexico on a map or globe. Identify surrounding countries, oceans, mountain ranges, and other geographical features. Find where the Battle of Puebla happened, and discuss what independence means. Click on the following link then select Mexico from the list of countries on the left panel. <u>https://www.kids-world-travel-guide.com/geography-for-kids.html</u>
- 4. Select and view 2 videos from above.

Tuesday, May 5th - martes, el 5 de mayo

Options/Opciónes

- Warning! Very Fun if you like Puzzles! Online Cinco de Mayo Jigsaw Puzzle. Puzzle 1 https://www.dltk-kids.com/puzzles/jigsaw/index.asp?id=20160916 Puzzle 2 http://www.jigzone.com/puzzles/84055D4B1EEE
- 2. Make a Cinco de Mayo word search using the vocabulary and have someone at home to locate the words. https://www.wikihow.com/Make-a-Word-Search3.
- 3. Make a Cinco de Mayo Word Scramble & give it to someone to unscramble.
- 4. Select and view 2 videos from above.

Wednesday, May 6th - miercoles, el 6 de mayo

Options/Opciónes

- **1.** Play Hangman by using the vocabulary in this lesson.
- **2.** Draw a hopscotch and replace numbers with spanish vocabulary words and say the words as you jump on them. <u>https://aphrogranger.com/2016/05/10/vocabulary-hopscotch/</u>3.
- 3. Play, Sight Word Hide & Seek using the vocabulary words in this lesson.
- 4. Select and view 1 video from above.

Thursday, May 7th - jueves, el 7 de mayo

Options/Opciónes

- 1. Tissue Paper Flower https://seasonal.theteacherscorner.net/cinco-de-mayo/tissue-flower.php2.
- 2. Paper Bag or Fabric Poncho https://kinderart.com/art-lessons/multic/make-a-poncho/3.
- 3. Simple Paper Bag Pinata https://www.dltk-kids.com/world/mexico/simple_paper_bag_pinata.htm
- 4. Select and view 1 video from above.

Friday, May 8th - viernes, el 8 de mayo

Options/Opciónes

- 1. Mexican Place Mats^{**} (*kids can use regular paper and color them before cutting them into strips*) <u>https://www.dltk-kids.com/world/mexico/mplacemats.htm</u>2.
- 2. Tissue Paper Flowers and Juice Jar Vase https://www.dltk-holidays.com/spring/mtissue_flower_vase.htm3.
- 3. Mexican Maracas <u>https://www.dltk-kids.com/world/mexico/mexican_maracas.htm</u>
- 4. Select and view 1 video from above.

Recetas - Recipes - Try a recipe from the list included in this link or come up with your own and take a photo and post it!!

https://www.dltk-kids.com/world/mexico/recipes.htm

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