6th Grade
May 11 - May 15

Wayne-Westland
COMMUNITY SCHOOLS

Louis Braille

by Noah Remnick

Have you ever noticed when you step into an elevator that next to the buttons showing the floor numbers, there are small plates with a series of raised dots and bumps? Did you ever wonder what those bumps and dots mean and why they are there? When you run your fingers over those plates, you feel the ridges. When blind people touch them, they read the floor numbers. In a grid of six bumps, with two across and three down, a configuration of two raised bumps across the top and one down on the right side is the number 4; one dot on the top left side and two across the middle is the number 8.

Who invented this elaborate setup of bumps and dots that comprise an entire alphabet and numerical system that allows blind people to read with their fingers? Was it a distinguished scientist, or a brilliant author, or perhaps a famous artist?

Actually, this system, which is called braille, was created by a blind 12-year-old French boy and was named for him. Louis was not always blind. He became blind by accident. Louis Braille was born on January 4, 1809 in a small country village near Paris called Coupvray. His father was a leather worker who made harnesses and other leather goods. One day, when he was just three years old, Louis was

in his father's leather workshop. Like many young children, Louis enjoyed imitating his father. He was fiddling with an awl, a small tool with a round wooden handle and a sharp, pointed metal tip that is used to punch holes in leather. While he was playing, the awl slipped and poked Louis in the eye. A doctor treated the wound as best he could and patched the eye. But the eye became infected, and the infection spread to the other eye. Within a short time, young Louis was totally blind in both eyes.

In those days, many blind people became beggars or performers in sideshows. But Louis's parents refused to allow their son's disability to get in the way of his studies or his life. Louis attended school like his brothers and sisters, relying on his creativity, intelligence, and drive to overcome obstacles. To help him navigate the village, his father made him canes. The local priest taught him to use his other senses to learn: his hearing to distinguish the calls of different birds, and his sense of smell to identify different plants and flowers. Louis was one of the brightest students in his school.

In 1819, at age 10, Louis earned a scholarship to attend the Royal Institute for Blind Youth in Paris, the first school in the world devoted to blind children. For Louis, going to the school meant leaving his family and the village he knew well, where he felt safe. But Louis and his family knew the school offered him the best opportunity to get an education and lead a successful life. There he excelled in studying history, math, science, and grammar, but he proved especially gifted at music. Louis became an accomplished pianist and organist. He even got a paid job as an organist, playing in a small church near the institute.

The students at the school learned most of their subjects by listening to lessons. But there were a few books that the school's founder, a man named Valentin Hauy, had developed by printed raised, or embossed, letters. Reading that way was slow, and the books were large and heavy. But they were the only books available then for blind people. Louis Braille began to wonder: wasn't there a better way to allow blind people to read?

One day Louis learned about the work of a former French army captain named Charles Barbier. Captain Barbier had invented something called "night writing," a code of 12 raised dots and dashes that allowed soldiers to communicate with one another at night without using lights that would alert the enemy to their location. The soldiers could "feel" the messages with their fingers, and keep safe. The code turned out to be too complex for the soldiers, but it inspired Louis Braille. Louis simplified the system, reduced the series of dots from twelve to six and eliminated the dashes. By the time he was 20, Louis published his first alphabet for the blind, a system he continued to work on and perfect.

And how did Louis create the dots he used in his revolutionary new system? He used an awl. The very tool that caused his blindness became the instrument that brought the opportunity for reading to Louis and generations of blind people to this day.

The world was slow to accept Louis Braille's innovation. Indeed, during his lifetime, his method was not widely accepted. Louis Braille died at the young age of 43 from tuberculosis, a devastating respiratory disease. He was buried in his home village of Coupvray.

In time, Braille's method became accepted around the world. "Braille" alphabets were created in languages spanning the globe. Today, we find them not only on elevator plates, but also on computers and cell phones. And the name Louis Braille stands for innovation, courage, and determination.

Name: _____ **Date:** _____

1. What did Louis Braille invent?

A. "night writing," a code that allows soldiers to communicate in the dark

B. the modern piano and the organ

C. the awl, a tool that is used to punch holes in leather

D. an alphabet that allows blind people to read with their fingers

2. What does the author describe in the passage?

A. the founding of the Royal Institute for Blind Youth in Paris

B. how Louis Braille overcame the challenges posed by his blindness

C. the history of blind people in France

D. how Valentin Hauy created the first book for the blind

3. Louis Braille did not let his blindness hold him back in life. What evidence from the text supports this statement?

A. "For Louis, going to the school meant leaving his family and the village he knew well, where he felt safe."

B. "To help him navigate the village, his father made him canes."

C. "Louis became an accomplished pianist and organist. He even got a paid job as an organist, playing in a small church near the institute."

D. "Louis Braille died at the young age of 43 from tuberculosis, a devastating respiratory disease."

4. Based on the passage, what might be one reason that Louis proved to be a gifted musician?

A. Priests trained him to sing as a boy.

B. He inherited musical talent from his father, who was also a musician.

C. The Royal Institute for Blind Youth is a strong music school.

D. He had to rely on his hearing after going blind.

5. What is this passage mostly about?

A. the invention of braille

B. the use of the awl in leatherworking

C. the Royal Institute for Blind Youth in Paris

D. Captain Barbier and "night writing"

6. Read the following sentence: "Who invented this **elaborate** setup of bumps and dots that comprise an entire alphabet and numerical system that allows blind people to read with their fingers?"

What does "**elaborate**" mean?

A. simple

B. decorated

C. complicated

D. educated

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

_____, Louis Braille's alphabet for the blind was not widely accepted, but today braille is used around the world.

A. Even though

B. Initially

C. As a result

D. Certainly

8. How did Louis Braille go blind?

9. The books developed by Valentin Hauy were problematic. They were large and heavy, and reading them was a slow process. What was Louis Braille's response to the problems with these books?

10. An awl both helped and hurt Louis Braille. Explain this statement using evidence from the passage.

The Mystery of the Whistling Building

by ReadWorks

In the fall of 2012, the government of New York City began receiving unusual complaints from the residents of a small strip of land in the borough of Staten Island. People who lived around a section of Father Capodanno Boulevard, in the South Beach neighborhood, claimed that, when the wind was up, they could hear a noise that sounded something like whistling. Where the sound came from was a big mystery. The noise had never been around before, but it had suddenly appeared and was often very loud. When the wind was blowing especially hard at night, some residents even had difficulty sleeping.

Residents had many descriptions for the noise, which was decidedly eerie. One resident told a local paper, *The Staten Island Advance*, that it sounded like "100,000 people with unlimited air in their lungs blowing through Coke bottles." Others said it was more like the sound a UFO makes in a movie when it lands. The noise was not consistent. It would get louder and softer depending on the wind. Sometimes, it would change pitch. Every so often, more than one note would play at the same time. To many residents, it sounded like a giant musical instrument. The sound could be heard more than a mile away.

The whistling, it turns out, was caused by a building. The Ocean Breeze Athletic Center, an indoor running track, was in the middle of construction when the noise first started. The construction crew had just finished assembling the giant metal skeleton that would form the building's frame. Because the building was next to the water, it got a lot of wind that blew off of the Atlantic Ocean. Some of this wind blew through parts of the building called "acoustic baffles"-devices designed, ironically, to reduce sound produced inside the center. However, when the baffles were exposed to wind, they made a whistling sound. This was the noise the locals were hearing.

The athletic center was not the first building in New York to make a whistling noise. In the late 1980s, another building in the Midtown neighborhood of Manhattan also produced whistling noises. Whistling happens when a stream of air moves through a small hole. The kind of whistling sound produced depends on the size and shape of the hole. The skyscrapers in Midtown had architectural features on their exteriors which contained small holes that wind could pass through. This was how the noise was produced.

When they figured out what was wrong, the New York City government, which was responsible for building the athletic center, quickly apologized to the residents of South Beach, Staten Island, for the annoying noise. They had not expected that the building would produce a whistling sound, and promised the problem would be quickly fixed when the building was completed and the acoustic baffles were protected from the wind.

"We sincerely regret any annoyance the wind noise may be causing for residents of the area," the city told residents in a written statement. "We expect to complete the roof by mid-November and the exterior shell by early December."

However, this estimate was, unfortunately for the people who had heard the noise, not correct. A few weeks later, Hurricane Sandy hit New York City. Much of Staten Island was flooded. Construction crews that had been building other buildings before the storm were dispatched to help with the cleanup. The site of the arena was also briefly flooded during the storm. Both of these factors delayed construction of the arena by several months, leaving the poor residents of South Beach to put up with the noise for all that time.

One afternoon in December of 2012, a reporter went out to see the arena and listen to the noise. He brought with him a musical composer. The composer made modern music-music that often uses many different types of sounds, not just the instruments of a traditional orchestra. He brought a large recording device with him, which he set up 100 yards from the building. The wind was blowing, and the building was whistling loudly. For a long time, the reporter and the musical composer listened to the building. Finally, the composer reached over and turned off the recording device.

"That was beautiful," he said. "The building was like a giant organ."

As the reporter and the composer were walking back to their car, they noticed that a psychiatric hospital-a place where people with mental disorders can get treatment-was located just a few blocks from the building. The two of them got curious and walked over to the hospital. What would the people with mental disorders think of the noise? They walked into the building and asked the receptionist what the patients thought of the whistling.

"Some of them hate it, but some of them love it," she said. "There's one man who's been here six months. He was ill-tempered, angry at everyone, until that whistling started. Now he's pleasant as can be. I don't know what that is. It soothes him, I suppose."

As of August 2014, construction of the athletic center was nearing completion. The building stopped whistling. However, the sound it made had been preserved on several recordings. The musical composer was thinking of turning the whistling into a new song.

Name: _____ **Date:** _____

1. Residents of South Beach, Staten Island were complaining about what?

A. the lack of nearby athletic centers

B. Hurricane Sandy

C. the long commute to Manhattan

D. a loud whistling noise

2. One effect of the loud whistling noise was that South Beach residents could not sleep. What was the cause of the loud whistling noise?

A. athletes running on an indoor running track

B. wind blowing through parts of a building called "acoustic baffles"

C. a UFO landing nearby

D. wind blowing between skyscrapers in Manhattan

3. The whistling noise was disruptive to the people in South Beach, Staten Island. What evidence from the text supports this statement?

A. People had difficulty sleeping, and the noise could be heard more than a mile away.

B. At first no one knew where the whistling sound was coming from, and people were annoyed that they didn't have an answer.

C. The noise was not consistent and would sometimes change pitch.

D. Residents had many different descriptions for what the noise sounded like.

4. Read the following sentences: "When they figured out what was wrong, the New York City government, which was responsible for building the athletic center, quickly apologized to the residents of South Beach, Staten Island, for the annoying noise. They had not expected that the building would produce a whistling sound, and promised the problem would be quickly fixed when the building was completed and the acoustic baffles were protected from the wind."

How did the residents of South Beach likely feel about this "solution"?

A. satisfied with the apology

B. reassured that the government was doing all they could

C. annoyed that nothing could be done sooner

D. embarrassed that they had complained so much

5. What is this passage mostly about?

A. the effect of Hurricane Sandy on New York

B. the cause and effects of a whistling noise

C. construction methods used to build skyscrapers

D. problems faced by the Ocean Breeze Athletic Center

6. Read the following sentences: "Some of this wind blew through parts of the building called 'acoustic baffles'-devices designed, **ironically**, to reduce sound produced inside the center. However, when the baffles were exposed to wind, they made a whistling sound."

The author uses the word "**ironically**" to refer to the baffles. Why is it **ironic** that the acoustic baffles were causing the whistling sound?

A. because the residents found the noise created by the baffles humorous

B. because the baffles were made of iron and other metals

C. because the baffles were fulfilling the purpose they were created for

D. because the baffles were designed to reduce noise but were creating noise instead

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

The New York City government expected that construction would be finished by early December, _____their estimate proved incorrect after the city was hit by Hurricane Sandy.

A. but

B. so

C. soon

D. like

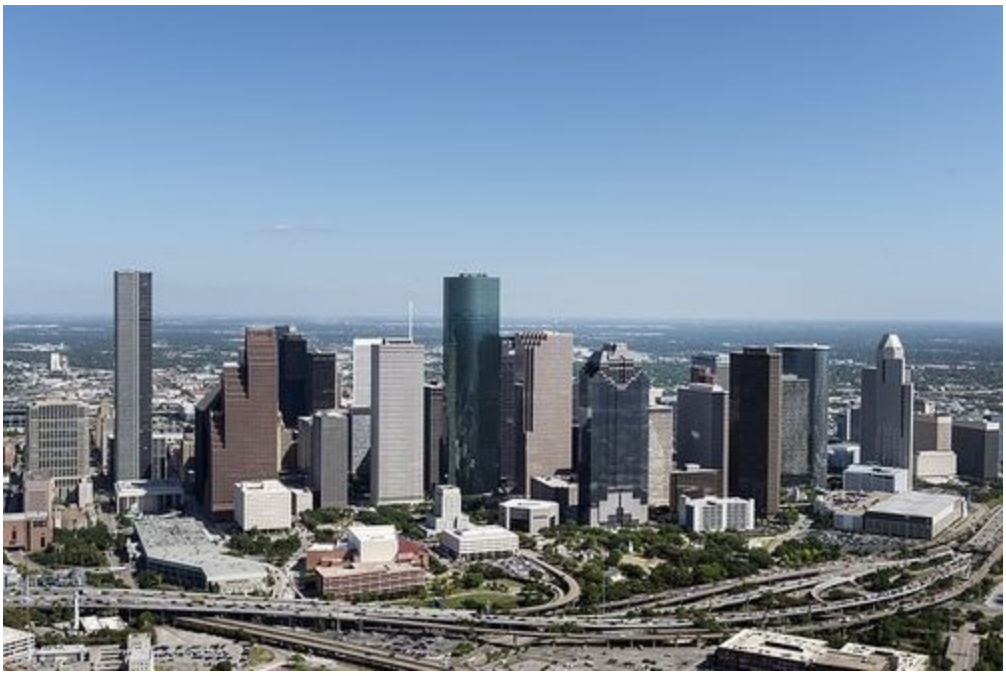
8. How did the musical composer respond to the whistling noise?

9. Many of the residents in South Beach complained about the whistling noise and had trouble sleeping. How did the whistling affect the man at the psychiatric hospital?

10. The composer who makes modern music that uses different types of sounds might turn the whistling into a new song. How might different people from the passage react to this song? Support your answer with details from the text.

Predicting the Future

by ReadWorks



Houston, Texas

Garry Golden sits in a small cafe in Brooklyn, New York. In front of him, sheets of paper with diagrams litter the table. He rapidly sketches trains, cars and highways as he explains his ideas. Garry Golden has one passion: transportation. The science of how to move people from place to place fascinates him. He spends his days studying the relationships between cars, subways, and trains. But he's most excited about imagining the way these relationships will change in the next 20 years.

Golden is a futurist. Futurists are scientists who analyze the way the world is today and use that information to make predictions about what the world will be like in the future. In this way, they are the opposite of historians, who try to better understand the present through studying the past. Futurists hope that by making scientific predictions about the future, we can make better decisions today.

Some futurists study the environment. Some study human society. Golden focuses on the study of transportation. He earned his graduate degree in Future Studies from the University of Houston. Living in Houston for those two years changed the way he viewed transportation in the United States.

Many public transportation advocates dislike Houston. They argue the city is too sprawling (it can take more than three hours to drive from one side of the city to the other during rush hour) and that there aren't enough buses and subways. However, Houston was a source of inspiration for Golden.

"Houston is a really interesting place, and their transportation is a fascinating story-it's worth watching. When you think about it, what is the U.S. like? It's more like Houston. So you need to understand how Houston approaches things to understand the country as a whole. New York City is the exception," said Golden in an interview with *The New York Times*.

Golden points out that people in New York City own fewer cars and walk much more than anywhere else in the United States. "It's a unique environment," says Golden. "Very different from the rest of the country."

However, Golden believes American cities will become more similar to New York City in several ways over the next 20 years. He sees a trend toward fewer cars in the future. He explains, "Cities have a cost of car ownership that is a challenge. All these vehicles cost the city: in services, in having to repair roads and all of the other things." Cars also take up a lot of space. Houston, for example, has 30 parking spaces for every resident. That's 64.8 million parking spaces in only one city.

Golden points out that having so many parking spaces is inefficient. Much of the time the parking spaces sit empty. At high-use times-for example, Saturday afternoon when everyone is running errands-every parking space at a shopping center is full. But at 3 a.m. on a Monday, no one is at the shopping center. What is the solution? "I think cities are going to start to legislate cars in very new ways," says Golden. He explains that cities will make new laws to limit the number of cars people can have within city limits. Instead, people will use taxis, subways and buses. New technology, like smartphones, can make these forms of public transportation even better.

Buses have the same problem of inefficiency as parking spaces, explains Golden. Sometimes they are full, and sometimes they are empty. But imagine if everyone had a smartphone and used them to signal when they wanted to ride the bus. Buses could change their route, depending on who wanted to ride.

How soon would these changes come? Golden admits that it will take several years. Cities can be slow to change. Also, new systems of transportation can be expensive. "But it's coming," he says. "The trend of the empowered city will be here soon."

The other trend that excites Golden is electric cars. "We need to reduce the amount of fuel we consume," says Golden. "Everyone agrees on this. The question is how to do it." Golden especially believes in the future of electric cars that have sensors to understand the world around them. "If we have cars that can communicate with one another, they can adjust speeds to eliminate traffic jams," he says. Rush hour in Houston would suddenly be much less painful.

One challenge related to the production of electric cars is that it is hard to cheaply produce batteries that are strong enough for these cars. This is partially because cars are so heavy. But Golden argues you could also make cars out of strong plastic composites. The cars would then be much lighter and much cheaper to make. "This could revolutionize the highways," he says. When could electric smart cars become the norm? Golden argues as soon as 2030.

As a futurist, Golden shares his predictions with other scholars at conferences across the country. He also provides advice to companies that want to know what the future will be like so that they can make better strategies. Golden remains optimistic about the future. "There are so many exciting developments," he says. "In thirty years we will live a very different world."

Name: _____ **Date:** _____

1. What is Gary Golden's one passion?

A. Houston, Texas

B. the environment

C. human society

D. transportation

2. One problem with electric cars is that they require very strong batteries. Part of the reason the batteries have to be so strong is that cars are so heavy. What solution does Golden propose for this problem?

A. build cars out of strong plastic composites so that they are lighter

B. find an easier and faster way to produce strong batteries for cars

C. build cars out of lighter weight metals so they don't need as many batteries

D. create a way for cars to communicate with each other and adjust their speeds

3. Cars require a lot of space in cities. What evidence from the passage best supports this conclusion?

A. Cities have to build parking spaces and repair roads for cars.

B. Cities may limit the number of cars people can have within the city.

C. In Houston, there are 30 parking spaces for every resident.

D. Parking lots at shopping centers are not full all of the time.

4. Based on Garry Golden's predictions, how can transportation systems of the future best be described?

A. expensive and complicated

B. high-tech and efficient

C. high-tech yet impractical

D. inexpensive yet outdated

5. What is this passage mostly about?

A. how one futurist thinks transportation will change in the coming years

B. reasons why cars cost the city money and are an inefficient use of resources

C. how to improve electric cars so that they are more widely used and available

D. a comparison of public transportation systems across the United States

6. Read the following sentences: "Houston, for example, has 30 parking spaces for every resident. That's 64.8 million parking spaces in only one city. Golden points out that having so many parking spaces is **inefficient**. Much of the time the parking spaces sit empty. At high-use times-for example, Saturday afternoon when everyone is running errands-every parking space at a shopping center is full. But at 3 a.m. on a Monday, no one is at the shopping center."

As used in this sentence, what does the word "**inefficient**" most nearly mean?

A. productive without wasting time and materials

B. successful and effective

C. imaginative and creative

D. wasteful of space and materials

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

Historians study the past in order to better understand the present. _____, futurists analyze the present in order to make scientific predictions about the future.

A. In particular

B. Such as

C. In contrast

D. Ultimately

8. What does Garry Golden spend most of his days studying?

9. Buses are currently inefficient. According to Golden, how could this type of transportation be improved?

10. Explain how communications technology (such as smartphones and sensors) could help improve transportation in the future. Support your answer using information from the passage.

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 tracking sheet 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.

Daily Quick Write Prompts

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.

Daily Quick Write Prompts

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.

Daily Quick Write Prompts

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.

Daily Quick Write Prompts

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.

Daily Quick Write Prompts

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.

Daily Quick Write Prompts

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
Day 6	Day 7	Day 8	Day 9	Day 10
Day 11	Day 12	Day 13	Day 14	Day 15
Day 16	Day 17	Day 18	Day 19	Day 20
Day 21	Day 22	Day 23	Day 24	Day 25
Day 26	Day 27	Day 28	Day 29	Day 30
Day 31	Day 32	Day 33	Day 34	Day 35
Day 36	Day 37	Day 38	Day 39	Day 40
Day 41	Day 42	Day 43	Day 44	Day 45
Day 46	Day 47	Day 48	Day 49	Day 50
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!

Number Correct: _____
Improvement: _____

Addition of Decimals – Round 2

Directions: Evaluate each expression.

1.	$3.2 + 5$	
2.	$3.2 + 0.5$	
3.	$3.2 + 0.05$	
4.	$3.2 + 0.005$	
5.	$3.2 + 0.0005$	
6.	$4 + 5.3$	
7.	$0.4 + 5.3$	
8.	$0.04 + 5.3$	
9.	$0.004 + 5.3$	
10.	$0.0004 + 5.3$	
11.	$4 + 0.53$	
12.	$6 + 0.2$	
13.	$0.6 + 0.02$	
14.	$0.06 + 0.2$	
15.	$0.6 + 2$	
16.	$2 + 0.06$	
17.	$1 + 0.7$	
18.	$0.1 + 0.07$	
19.	$0.01 + 0.7$	
20.	$0.1 + 7$	
21.	$1 + 0.07$	
22.	$0.1 + 0.7$	

23.	$4.2 + 5.5$	
24.	$4.2 + 0.55$	
25.	$4.2 + 0.055$	
26.	$0.42 + 0.055$	
27.	$0.042 + 0.055$	
28.	$2.7 + 12$	
29.	$2.7 + 1.2$	
30.	$2.7 + 0.12$	
31.	$2.7 + 0.012$	
32.	$0.27 + 0.012$	
33.	$0.027 + 0.012$	
34.	$0.7 + 3$	
35.	$0.7 + 0.3$	
36.	$0.07 + 0.03$	
37.	$0.007 + 0.003$	
38.	$5 + 0.5$	
39.	$0.5 + 0.5$	
40.	$0.05 + 0.05$	
41.	$0.005 + 0.005$	
42.	$0.2 + 8$	
43.	$0.2 + 0.8$	
44.	$0.02 + 0.08$	

Number Correct: _____

Addition of Decimals II – Round 1

Directions: Evaluate each expression.

1.	$2.5 + 4$	
2.	$2.5 + 0.4$	
3.	$2.5 + 0.04$	
4.	$2.5 + 0.004$	
5.	$2.5 + 0.0004$	
6.	$6 + 1.3$	
7.	$0.6 + 1.3$	
8.	$0.06 + 1.3$	
9.	$0.006 + 1.3$	
10.	$0.0006 + 1.3$	
11.	$0.6 + 13$	
12.	$7 + 0.2$	
13.	$0.7 + 0.02$	
14.	$0.07 + 0.2$	
15.	$0.7 + 2$	
16.	$7 + 0.02$	
17.	$6 + 0.3$	
18.	$0.6 + 0.03$	
19.	$0.06 + 0.3$	
20.	$0.6 + 3$	
21.	$6 + 0.03$	
22.	$0.6 + 0.3$	

23.	$4.5 + 3.1$	
24.	$4.5 + 0.31$	
25.	$4.5 + 0.031$	
26.	$0.45 + 0.031$	
27.	$0.045 + 0.031$	
28.	$12 + 0.36$	
29.	$1.2 + 3.6$	
30.	$1.2 + 0.36$	
31.	$1.2 + 0.036$	
32.	$0.12 + 0.036$	
33.	$0.012 + 0.036$	
34.	$0.7 + 3$	
35.	$0.7 + 0.3$	
36.	$0.07 + 0.03$	
37.	$0.007 + 0.003$	
38.	$5 + 0.5$	
39.	$0.5 + 0.5$	
40.	$0.05 + 0.05$	
41.	$0.005 + 0.005$	
42.	$0.11 + 19$	
43.	$1.1 + 1.9$	
44.	$0.11 + 0.19$	

Number Correct: _____
Improvement: _____

Addition of Decimals II – Round 2

Directions: Evaluate each expression.

1.	$7.4 + 3$	
2.	$7.4 + 0.3$	
3.	$7.4 + 0.03$	
4.	$7.4 + 0.003$	
5.	$7.4 + 0.0003$	
6.	$6 + 2.2$	
7.	$0.6 + 2.2$	
8.	$0.06 + 2.2$	
9.	$0.006 + 2.2$	
10.	$0.0006 + 2.2$	
11.	$0.6 + 22$	
12.	$7 + 0.8$	
13.	$0.7 + 0.08$	
14.	$0.07 + 0.8$	
15.	$0.7 + 8$	
16.	$7 + 0.08$	
17.	$5 + 0.4$	
18.	$0.5 + 0.04$	
19.	$0.05 + 0.4$	
20.	$0.5 + 4$	
21.	$5 + 0.04$	
22.	$5 + 0.4$	

23.	$3.6 + 2.3$	
24.	$3.6 + 0.23$	
25.	$3.6 + 0.023$	
26.	$0.36 + 0.023$	
27.	$0.036 + 0.023$	
28.	$0.13 + 56$	
29.	$1.3 + 5.6$	
30.	$1.3 + 0.56$	
31.	$1.3 + 0.056$	
32.	$0.13 + 0.056$	
33.	$0.013 + 0.056$	
34.	$2 + 0.8$	
35.	$0.2 + 0.8$	
36.	$0.02 + 0.08$	
37.	$0.002 + 0.008$	
38.	$0.16 + 14$	
39.	$1.6 + 1.4$	
40.	$0.16 + 0.14$	
41.	$0.016 + 0.014$	
42.	$15 + 0.15$	
43.	$1.5 + 1.5$	
44.	$0.15 + 0.15$	

Example 2

Molly has 9 cups of flour. If this is $\frac{3}{4}$ of the number she needs to make bread, how many cups does she need?

a. Construct the tape diagram by reading it backward. Draw a tape diagram and label the unknown.

b. Next, shade in $\frac{3}{4}$.

c. Label the shaded region to show that 9 is equal to $\frac{3}{4}$ of the total.

d. Analyze the model to determine the quotient.

Exercises 1–5

1. A construction company is setting up signs on 2 miles of road. If the company places a sign every $\frac{1}{4}$ mile, how many signs will it use?

2. George bought 4 submarine sandwiches for a birthday party. If each person will eat $\frac{2}{3}$ of a sandwich, how many people can George feed?

3. Miranda buys 6 pounds of nuts. If she puts $\frac{3}{4}$ pound in each bag, how many bags can she make?

Life Science
WEEK 3

Genetics and Heredity

Science Studies Weekly
Endeavor

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How We Are What We Are

"I'm a tongue-rolling, free-ear-lobed, hitchhiker's thumbed, freckled XY!"

"Yeah? Well, I'm a widow's peaked, dimpled-chin, attached-ear-lobed XX with mid-digital hair and non-pigmented irises!"

"Hi, sis!"

"Hey, big bro!"

This brother and sister are naming just a few of the traits they inherited from their parents. Traits are characteristics like brown hair, freckles and dimples. The two have the same father and mother, and they share some of the same traits, yet they are different from one another in many ways. Perhaps they look like members of the same family, but many brothers and sisters hardly look alike at all. Look around your classroom. You probably see a lot of differences among your classmates. Yet you and all other humans share nearly all of the material that makes you who you are. So, why don't we all look alike?

Many years ago, a monk named Gregor Mendel began to solve the mystery of genetics and heredity. Genetics is the study of how traits are inherited. Heredity is the passing of traits from a parent to its offspring. From his experiments with pea plants, Mendel learned that there must be two factors for each trait, and that one of these two factors comes from each parent. Today we know these factors by another name: genes.

Genes are segments of DNA that hold the instructions for the traits of an organism. They might tell your cells to make proteins that will cause your hair to be curly or to instruct your skin cells to produce freckles. Genes come from parents who got their genes from their parents. The combination of these genes is random and unpredictable, so you did not inherit the exact same genes as your brother or sister—unless you are an identical twin.

CONTINUED ON PAGE 4

STEM *Living with Diabetes*

What does famous pop singer Nick Jonas have in common with more than 18 million Americans? Diabetes. In 2005, Nick Jonas lost 15 pounds in two weeks, drank water constantly and was not acting the way he usually did. After going to the doctor, he was told he had Type 1 diabetes.

About 8 percent of the population (more than 23 million children and adults) have diabetes. So what is diabetes? Well, there are really two types, although both have the same basic problem. The people with this disease have too much sugar (glucose) in their blood. The first, called juvenile diabetes, got its name because children seemed to get it most often. It's now called

Type 1 diabetes. This kind of diabetes occurs when the immune system attacks the cells that make insulin. Without insulin, you get diabetes because your body can't process glucose. The other kind is called Type 2 diabetes. With this kind, your body doesn't make enough insulin, or your body can't use it correctly.

Signs of diabetes include being extremely thirsty, having to go to the bathroom frequently and quickly losing weight. Some people even have blurry vision or are extremely tired. There is no cure for diabetes. However, people can control it with medication, eating right, and exercising.

Genetics and Heredity

Look in the mirror. Do you look more like your mom or your dad? Maybe you look a little like each of them. That's because you inherited half of your genes from each of your parents. Brothers and sisters do not look exactly alike because the parents' genes recombine in a unique way to form an individual that is different from any other.

So how does this happen?

Reproduction and Heredity

The process of making more of one's own kind is known as reproduction. All species of living things undergo this process. Reproduction is necessary for the survival of the species.

During sexual reproduction a new organism receives genetic material from both parents. First, a process called meiosis occurs. This process produces special sex cells, sperm and eggs. These cells have only half of the chromosomes needed for a complete human being. When fertilization occurs, the sperm enters the egg, resulting in a fertilized egg that has a complete set of 23 pairs of chromosomes. The mother has contributed half of the DNA of the offspring, and the father has contributed the other half.

You may wonder why brothers and sisters are not exact replicas of one another if they share DNA from the same mother and father. Let's do the math. During meiosis the 23 pairs of chromosomes make copies of themselves. These chromosomes can combine in more than eight million different ways. Each combination is equally likely to be passed on to the offspring. Each mother and father contributes the same number of possibilities. You are just one of the trillions of possibilities that your parents could have produced! It's no wonder that there is no one else in the world that is just like you.

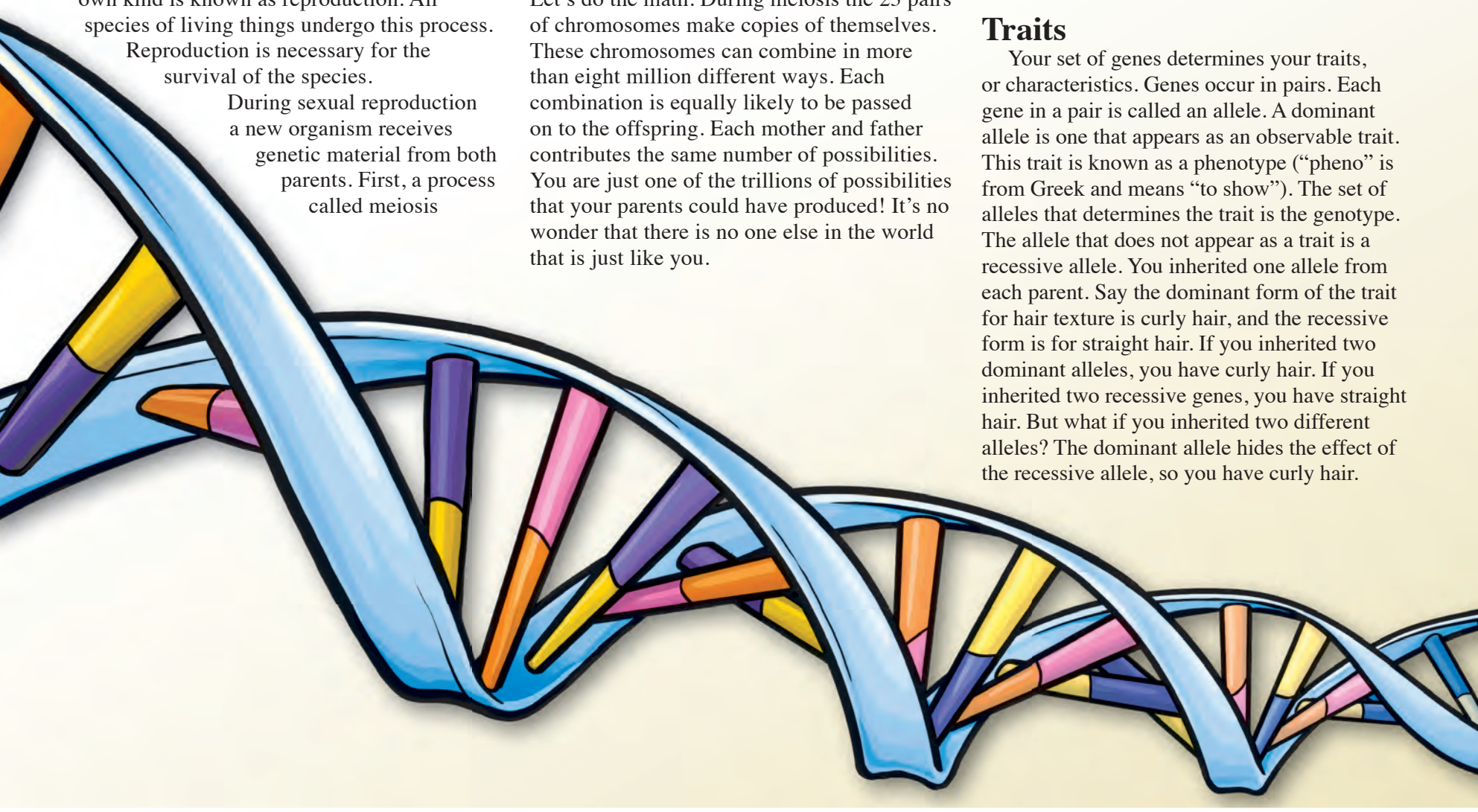
Genes

Each chromosome contains thousands of genes. These genes determine the traits of the organism. Genes determine the color of a dog's fur, the length of a lion's teeth, the shape of a turtle's shell and the number of petals on a flower. Genes are the instructions that control the color of your eyes, how tall you will be, the length of your nose and even, to some degree, how easily you will catch a cold.

How did you receive the genes that make you unique?

Traits

Your set of genes determines your traits, or characteristics. Genes occur in pairs. Each gene in a pair is called an allele. A dominant allele is one that appears as an observable trait. This trait is known as a phenotype ("pheno" is from Greek and means "to show"). The set of alleles that determines the trait is the genotype. The allele that does not appear as a trait is a recessive allele. You inherited one allele from each parent. Say the dominant form of the trait for hair texture is curly hair, and the recessive form is for straight hair. If you inherited two dominant alleles, you have curly hair. If you inherited two recessive genes, you have straight hair. But what if you inherited two different alleles? The dominant allele hides the effect of the recessive allele, so you have curly hair.



Science, Tools

Using a Punnett Square

A Punnett square is a table that can be used to predict what traits an offspring will have based on what traits the parents have. On the Punnett square below, the alleles contributed by the male are shown on the top, and the alleles contributed by the female are on the left. The squares show the possibilities of allele pairs of the offspring.

In pea plants, tall (T) is the dominant height, and short (t) is the recessive height. As the Punnett square shows, if the male and the female each contribute a dominant allele,

Tt female \ Tt male		
	TT	Tt
	Tt	tt

CONTINUED ON PAGE 4

Technology & Science

The Science of Mutants

"Run for your life! The mutants are coming!"

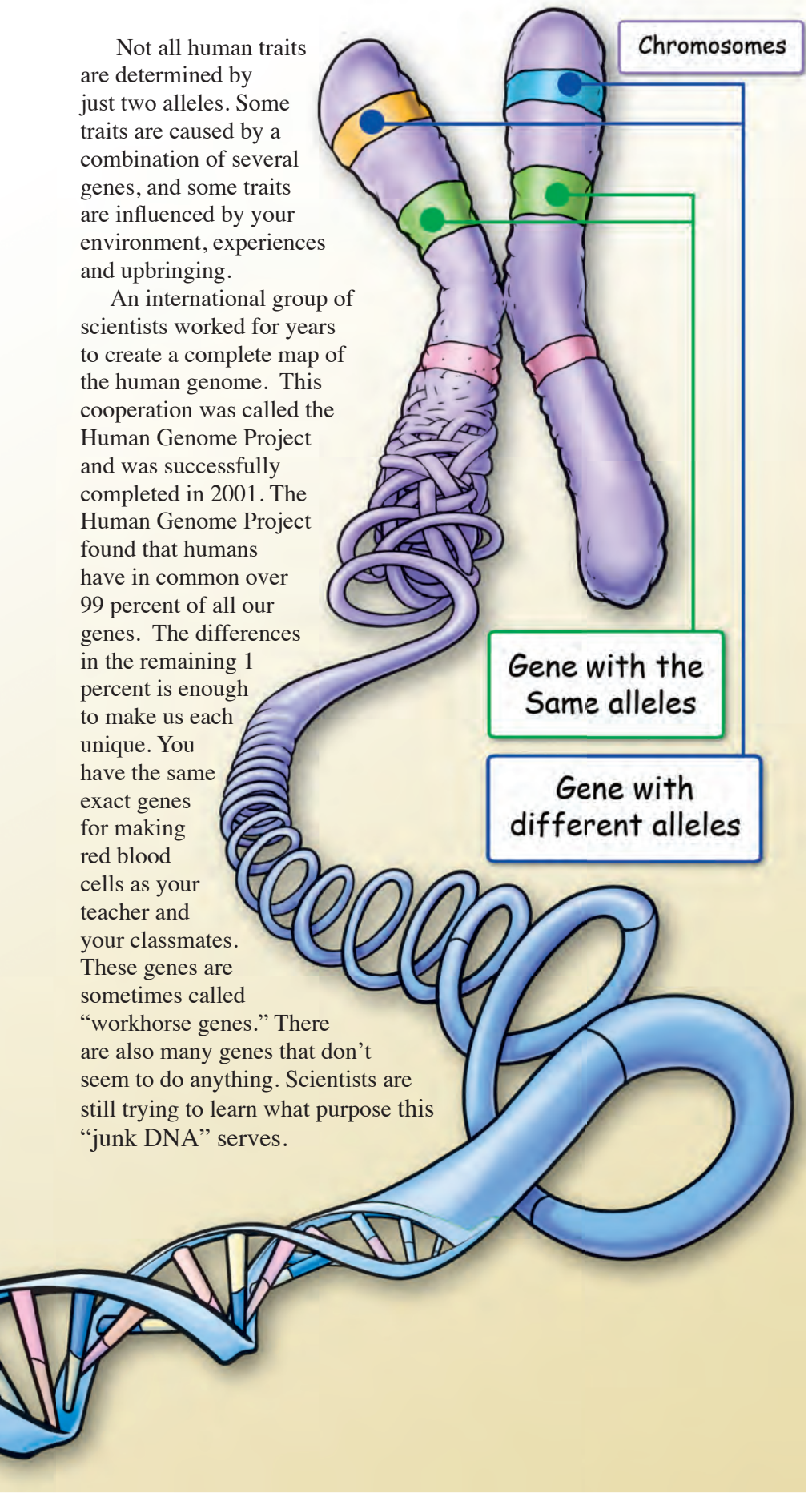
Perhaps you've seen movies that show mutants with crazy powers or monsters bent on the destruction of civilization. Maybe these mutants were exposed to radioactive waste that caused the transformation. Are these ideas based on real science? Well, yes and no.

A mutant is an individual (any organism, not just humans) that has a trait not found in the parent. The trait is caused when a gene is not correctly copied from the parent. Mutations can happen randomly, but they can be caused by radioactivity and other factors like UV light and lead. Usually a mutation causes the death of a cell or doesn't affect the organism at all, but sometimes the mutation can give the organism an advantage. For example, a mutation that gives an animal white fur would be a benefit to the animal in snowy weather. The organism might survive more easily and pass on the gene to its young. Mutations have actually led to the evolution of new species.

But can a mutation give you the ability to shoot energy beams from your eyes, to fly or to read minds? No—mutations do not result in traits that are not possible under the laws of nature.

Not all human traits are determined by just two alleles. Some traits are caused by a combination of several genes, and some traits are influenced by your environment, experiences and upbringing.

An international group of scientists worked for years to create a complete map of the human genome. This cooperation was called the Human Genome Project and was successfully completed in 2001. The Human Genome Project found that humans have in common over 99 percent of all our genes. The differences in the remaining 1 percent is enough to make us each unique. You have the same exact genes for making red blood cells as your teacher and your classmates. These genes are sometimes called "workhorse genes." There are also many genes that don't seem to do anything. Scientists are still trying to learn what purpose this "junk DNA" serves.



In the Lab

If Mendel Grew Jelly Beans

One of the traits Mendel tracked in his famous experiments with pea plants was color. The dominant color for his peas was yellow, and the recessive color was green. In this investigation you will use Punnett squares and jelly beans to simulate the experiments Mendel performed to determine genetic probability.

Materials:

- green and yellow jelly beans
- fine point permanent marker
- Punnett squares

Directions:

1. Place a jelly bean of the appropriate color in each square of the first Punnett square. The color is the bean's phenotype. The dominant allele for the yellow color is represented by Y. The recessive allele for the green color is y.
2. Use the marker to write the genotype on each jelly bean. Example: YY, Yy, etc. What is the percent chance that a jelly bean will be yellow?
3. Now set the jelly beans aside.
4. Without looking, choose two of the beans.
5. Simulate breeding these two beans by writing their genotypes on the Punnett square below. One bean should be represented across the top, and the other should be placed vertically on the left.
6. Place jelly beans on the Punnett square to indicate the phenotype (yellow or green). What is the percent chance that a jelly bean from this breeding will be yellow?
7. Make your own Punnett squares and repeat steps 3-6 as many times as you want.

What patterns did you notice? Why is predicting the traits of an offspring so difficult? What process are you simulating when you randomly choose two jelly beans?

	Y	y
Y		
y		

This Week's Question

Why do identical twins look alike?

Identical twins look alike because they share the same genetic code or DNA. They begin life in the womb as a single fertilized egg. The egg begins to grow normally into a single embryo as cells repeatedly divide, but for unknown reasons, the embryo splits into two. The embryos continue to develop normally into babies. Because their genetic "blueprint" is established before they split, the twins will have the same phenotypes, or observable traits.

Identical twins will grow to have some differences. Experiences and environmental factors can turn genes on or off. This causes identical twins to become more and more different as they get older.

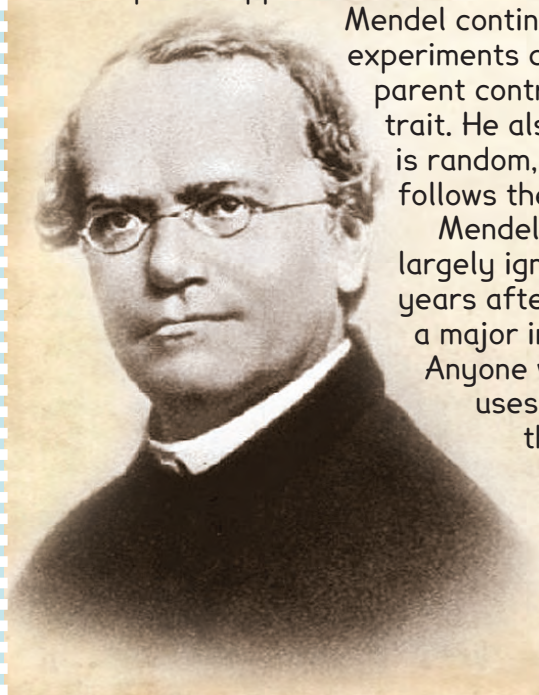
Fraternal twins do not look any more alike than any brothers or sisters. They develop when two eggs are fertilized. Each egg and each sperm have unique genetic combinations, so the babies will be genetically different, just like other siblings.

Spotlight

Gregor Mendel (1822-1884)

Pea plants may not be that exciting, but to German Monk Gregor Mendel, they were a new way to study science.

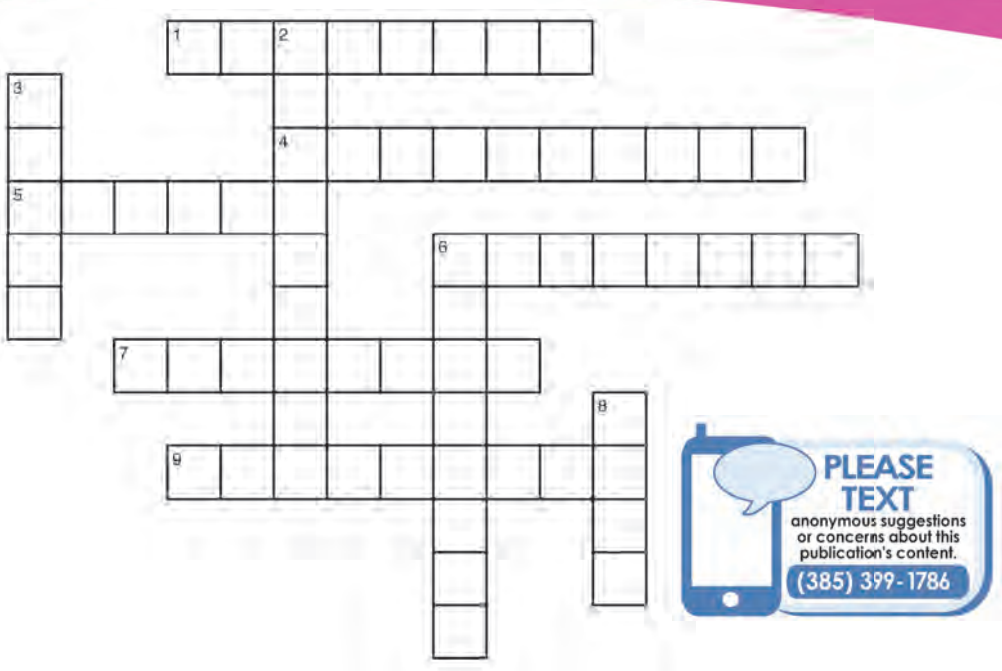
For 10 years, Mendel carefully performed experiments on his pea plants. He wanted to learn whether or not it was possible to predict the result of cross breeding. In his first test, Mendel crossed tall pea plants with short and planted the seeds. All of the offspring plants were tall. In his second test, however, several short plants appeared.



Mendel continued to conduct many controlled experiments and came to learn that each parent contributes a single gene for each trait. He also learned that fertilization is random, so the appearance of traits follows the laws of probability.

Mendel's tests were groundbreaking but largely ignored. His work was rediscovered years after his death and has since had a major influence over modern genetics. Anyone who studies genetics or heredity uses his notational system, known as the Medelian laws of inheritance, to this day!

Name _____



ACROSS

1. passing of traits from a parent to its offspring
4. a structure found in the nucleus of cells that is made of DNA
5. each gene in a pair
6. a set of genes that determine a trait
7. the allele that appears as an observable trait
9. the physical appearance of an organism

DOWN

2. the allele that is hidden if a dominant allele is present
3. a genetically determined characteristic
6. the study of how traits are inherited
8. a segment of DNA that determines the inheritance of a particular trait

How Unique Am I?

Mini-Lab

Most traits are influenced by several genes, but some are determined by just a single gene. In this investigation you will look at certain phenotypes that are known as single gene traits. You can compare yourself to others in the class to see how unique you are.

Materials:

- a mirror
- Trait Tracking Form (your teacher will give you this)

1. You will record data on the first table of the Trait Tracking Form.
2. Look in the mirror and try to roll your tongue lengthwise. If you can do it, put a check in the dominant column for tongue rolling. If you can't, put a check in the recessive column.

3. Look in the mirror at your ear lobe. If it is attached, put a check in the recessive column. If it is free, put a check in the dominant column.
4. Without thinking clasp your hands together. Which thumb is on top? If it is your left, put a check in the dominant column. If not, check the recessive column.
5. Look at your eyes. If they are blue, check the recessive column. If they are any other color, your iris is pigmented. Check the dominant column.
6. Hold your hands so the palms are up. Place your hands together so the little fingers touch. If the tips of the little fingers bend away from each other, check the dominant column. If the fingers are straight, check the recessive column.
7. Now enter information on the second table.
8. Simply place a check in each column starting from the left and moving to the right. Only enter one check per column. If you have the dominant form of tongue rolling, you will stay in that row.
9. When you are finished, find out the phenotype number of all of your classmates.

Is there anyone who has the same phenotype for each trait as you? If there is, do you see other differences? Why?

_____

_____

_____

Is there a phenotype that occurs more frequently than others? Why do you think that is?

_____

_____

_____

Using a Punnett Square CONTINUED FROM PAGE 2

the offspring will be a tall plant. If both contribute the recessive allele, the offspring will be short. If one dominant allele and one recessive allele are contributed, the dominant allele will hide the effect of the recessive, and the plant will be tall.

If these two parent plants reproduced, then on average there would be three tall plants for every short plant.

How We Are What We Are CONTINUED FROM PAGE 1

You began as a zygote, a fertilized egg cell that contained the 20,000 or so genes in your body. These genes are arranged on chromosomes, structures made of DNA. You inherited one set of 23 chromosomes from your mother and another set of 23 chromosomes from your father. Most of those chromosomes carry genes that give you your characteristics, but one pair determines your gender. Mothers contribute what is called an X chromosome. Fathers contribute an X or Y chromosome. A zygote with two X chromosomes will develop into a female. A zygote with the XY chromosome pair will develop into a male.

In this issue we will look at how these genes help determine your physical traits and how others are distinct from you. We will also examine how genes are passed on to the next generation.

Let's Investigate

Genes determine your height, your hair type, your eye color and, well, your good looks!

The fact is that genes also can determine your likelihood of developing certain serious genetic diseases and disorders.

Some disorders come as a complete surprise to parents, and others are known to be passed down through generations in some families.

Conduct research to identify some single-gene disorders. See if you can construct Punnett squares to determine the probability of inheriting one of these disorders.

Compare your results to that of the researchers.

WEEK 15

Central Asia

Global Studies Weekly

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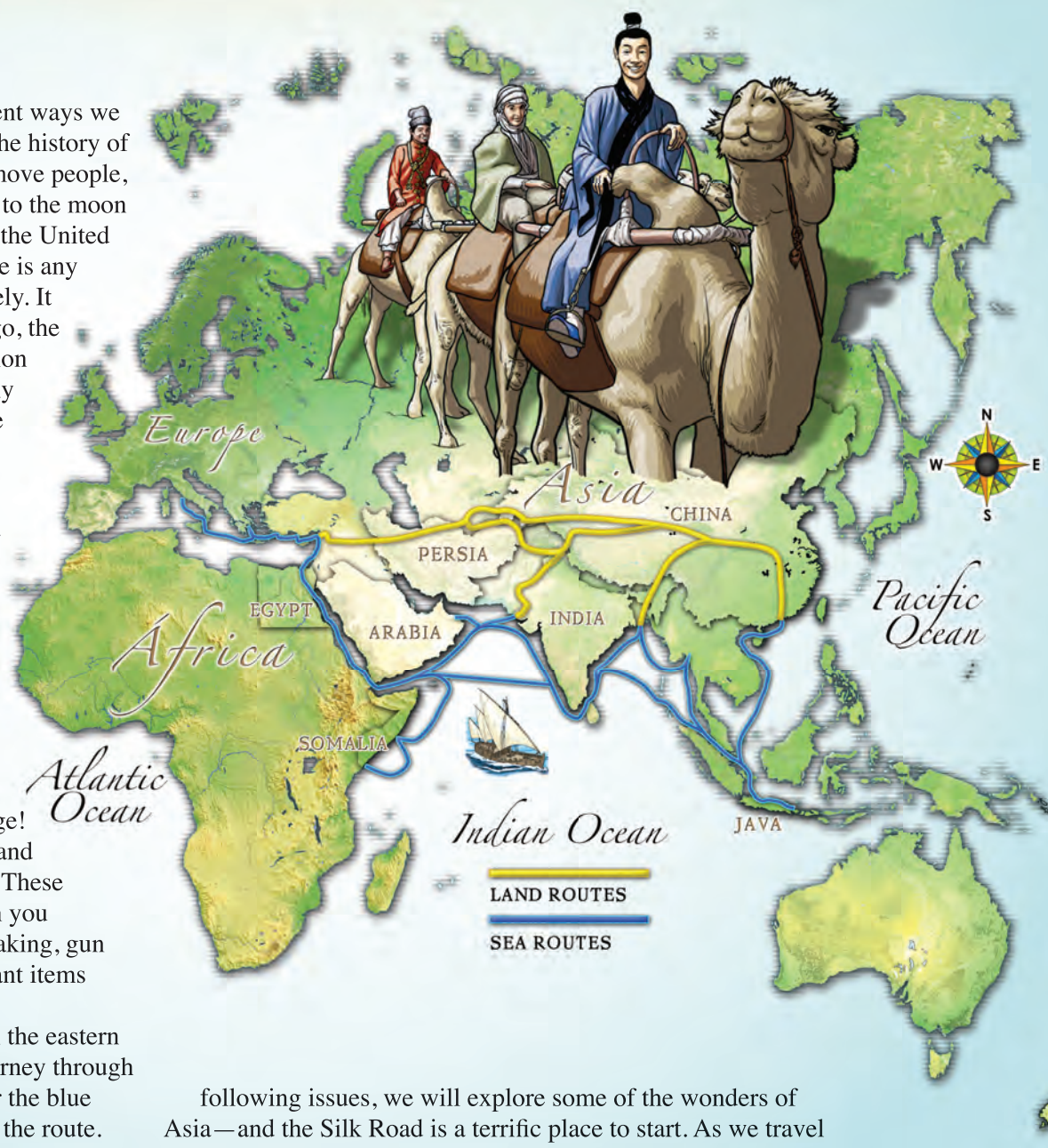
A Bridge of Silk

Have you ever stopped to think about all the different ways we travel? Of all the ways we get from here to there? Or the history of travel? In the United States we have ways to quickly move people, goods and ideas from coast to coast. We have traveled to the moon and spent hours studying Mars. If you've grown up in the United States, you might have a hard time imagining that there is any place on the Earth that we can't get to quickly and safely. It hasn't always been easy, though. Hundreds of years ago, the major highway that helped people travel from one region to another was an enormous achievement. In fact, many considered the road a work of art in its time. The name of that highway is the Silk Road, and it travels right through Central Asia.

Sometimes called the Silk Route, the Silk Road is actually a set of roads. It winds across the continent of Asia and through the Mediterranean Sea and Indian Ocean. The Silk Road has helped civilizations grow throughout the years, because transportation spreads cultural goods and ideas. People named the Silk Road for the enormous amounts of silk fabric China exported to wealthy people in other countries. People also used the road to trade gold, ivory, spices, animals, plants, medicines, foods and ideas. The Silk Road was the ultimate cultural exchange! Many historians think the early Chinese traded goods and ideas with the Western world through the Silk Routes. These contributions changed the way we live to this day. Can you imagine the world without printing processes, papermaking, gun powder and the compass? These are just a few important items we've learned about or have received from Asia.

Today people call the ancient Chinese city of Xi'an the eastern end of the Silk Road. Travelers left there on a long journey through Central Asia. They moved from deserts into cities near the blue water of the Mediterranean Sea, at the opposite end of the route. The land route through China alone is nearly 2,500 miles. In this and the four following issues, we will explore some of the wonders of Asia—and the Silk Road is a terrific place to start. As we travel together, can you spot the pieces of culture we have picked up along the way?



Connections

Mining World Central Asia

World leaders meet often to talk about security and the economy. For example, in January 2009, Kazakhstani and Indian leaders met and signed a very important nuclear pact, or agreement. Kazakhstan, a growing country in Central Asia, has rich deposits of uranium. It will sell uranium to India for nuclear power plants. Kazakhstan will also sell India oil and gas, which are two very valuable resources.

Mining and metallurgy, the study and science of metals, are major industries in Kazakhstan. Each year, Almaty, Kazakhstan, hosts an international conference for the mining industry. Mining World Central Asia takes place over three days in September each year. This year the conference expects to bring in over 3,000 visitors from 30 countries around the world. Around 360 presenters will use the conference as a place to talk about mining technology, equipment, exploration and safety. Countries that are already successful in mining will be able to share mining "tips" with other countries that are still developing their mining industries. The conference gives countries a time and place to build peaceful, helpful relationships like the one between India and Kazakhstan. For more information about Mining World Central Asia, visit their website (http://www.miningworld.kz/en).

Central Asia—Five Young Republics

Let's begin our study of Asia right at the center! Central Asia is a region that is rich in history and culture. For centuries, groups of people have fought over land to gain more territory. Russia is a neighbor northeast of Central Asia. It has been very powerful in this region. Iran and Afghanistan border Central Asia to the south. You may hear about struggles for peace and freedom in these two countries. China is east of Central Asia and is a powerful world economic leader.

Today, there are five independent republics in Central Asia. A republic is a country with a mainly democratic government. The head of a republic is usually a president or a prime minister. Before the fall of the United Soviet Socialist Republics (USSR) in 1991, each of the five countries in Central Asia—Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan—were under the USSR's strict communist control. Since declaring their independence, each country has formed a government that elects heads of their republic by popular vote. Each of the five former Soviet republics in Central Asia is taking its own path, and each has achieved different degrees of success. Their futures depend on stable governments and natural resources. They have worked hard to become well-known throughout the world for their cultural history and for what they can contribute to the world in the future. Let's take a closer look at each one.

Republic of Kazakhstan

Kazakhstan is by far the largest of the five Central Asian republics. With 1,049,155 total square miles, it is almost four times the area of Texas. The capital of Kazakhstan is Astana, and the largest city is Almaty, which has a population of more than a million people. Although the Aral Sea and Caspian Sea border very small areas of the country, people consider Kazakhstan a landlocked country because it does not touch a major ocean.

More than 17 million people live in Kazakhstan, and about 60 percent of them are of Kazakh descent. About 24 percent of the country's residents are Russian. Most of them emigrated from Russia before the breakup of the USSR. The rest of the people are a mix of other Asian and Eastern European cultures.

With more than half the population descended from traditional Kazakh tribes, the state or government language is Kazakh—or Qazaq. About 64 percent of the people in the country can speak it. However, it is not the language most citizens use daily. Ninety-five percent of Kazakhstanis speak Russian, which is considered the official, everyday business language. The Kazakh government labels Russian the "language of interethnic communication." This means that most people do business in a language that is not the language of the native people.

Republic of Kyrgyzstan

Kyrgyzstan is one of the two smaller republics of Central Asia. It covers 76,641 landlocked square miles. China, Kazakhstan, Uzbekistan and Tajikistan border the country. Kyrgyzstan is about the size of South Dakota, but with a population of more than 5.5 milion, it has seven times as many citizens. Most of the country is mountainous, with glaciers, mountain peaks and high-altitude lakes. Despite its beautiful scenery, Kyrgyzstan is an economically poor, largely agricultural country. Environmental pollution is a serious problem for the health of the citizens. Contaminated streams and wells cause diseases throughout Kyrgyzstan.

Kyrgyzstan has struggled with balancing the powers of government since the USSR dissolved and Kyrgyzstan declared its independence in 1991. It continues to hold elections, however, and Kyrgyzstan is committed to improving its economy, as well as the health and well-being of its citizens.

The Republic of Tajikistan

The Republic of Tajikistan is the smallest of the former Soviet republics in Central Asia. China, Afghanistan, Kyrgyzstan and Uzbekistan border this country. Although Tajikistan is one of the poorest countries in the region, it has benefited from the United States and other western allies having a presence in the region. The world-wide focus on this unstable area has already given Tajikistan greater security and created jobs for its people. The western allies' presence and world-wide attention have helped the small republic become more stable in many ways. The population (about 8 million) is largely Muslim and people speak Tajik, the official language. But like Kazakhstan, people usually speak Russian during business and government activities. Tajikistanis freely elect their leaders, and the country recently joined the World Trade Organization. Tajikistan is already a proud member of North Atlantic Treaty Organization's (NATO) Partnership for Peace.

The Republic of Turkmenistan

Although Turkmenistan declared its independence in 1991, citizens did not get to vote for a president until February 2007. That's because the country's leader was the president for life. After President Niyazov's death in 2006, the citizens got to choose from six candidates. Gurbanguly Berdimuhamedow won the election.

Gurbanguly Berdimuhamedow

Iran, Afghanistan, Kazakhstan and Uzbekistan border Turkmenistan, which has a population of about 5 million people. Turkmenistan is slightly larger than the state of California. It is mostly an arid desert country, with many natural gas reserves. Unfortunately, most of these reserves are underdeveloped. However, the government is working to develop this valuable resource. New pipelines for exporting natural gas to China and Iran opened in 2010. Hopefully this will bring a stronger economy to a country that was once an important stop on the Silk Road.

The Republic of Uzbekistan

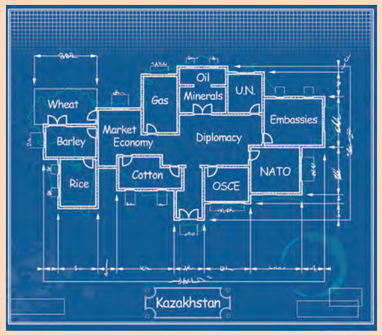
The Republic of Uzbekistan shares most of its borders with other former Soviet republics. In fact, it borders each of the other four republics and slightly touches Afghanistan to the south. Uzbekistan shares an interesting distinction with the tiny country of Lichtenstein in Europe—they are the only doubly landlocked countries in the world. This means they are completely surrounded by other landlocked countries.

Uzbekistan has the largest population of these five countries. Most of its 28 million people are Muslim and speak the official language of Uzbek. Cotton is an important crop in Uzbekistan, but there are reports that children are forced to work in the fields during harvest time.

Blueprint for a Young Country

Economics

When the USSR dissolved in 1991 and Kazakhstan declared its independence, success was not guaranteed. How does a country develop a secure environment and stable economy out of what could turn into chaos? It helps to have good friends and lots of natural resources. Let's take a closer look at the largest and arguably the most successful of the Central Asian republics.



When the new Kazakh government declared its independence, the United States was one of the first world powers to offer diplomatic and economic friendship. It opened a U.S. embassy almost immediately. The United States also recognized and appreciated the country's efforts to develop a market economy. Since 1993, American companies have invested over $20 billion in Kazakhstan. Between 1995 and 2003, the U.S. government provided Kazakhstan with $1.2 billion in technical assistance and support. Now that's a good friend! The support from the United States and other foreign investors was well spent. Economically, Kazakhstan is now in a relatively strong position. The country enjoys tremendous deposits of oil, gas and minerals. It can also produce huge quantities of agricultural products. Kazakhstan exports millions of tons of wheat per year and counts barley, cotton and rice as other major crops.

With the support of the United States and other nations, Kazakhstan works hard to be a good neighbor. It is now a member of the United Nations and the Organization for Security and Cooperation in Europe. These memberships give Kazakhstan a strong international standing and a voice at the table of global conversations. Kazakhstan is maintaining stable, peaceful relations with its neighbors, all of whom know that Kazakhstan has strong allies across the world.

Struggle for Human Rights

Citizenship

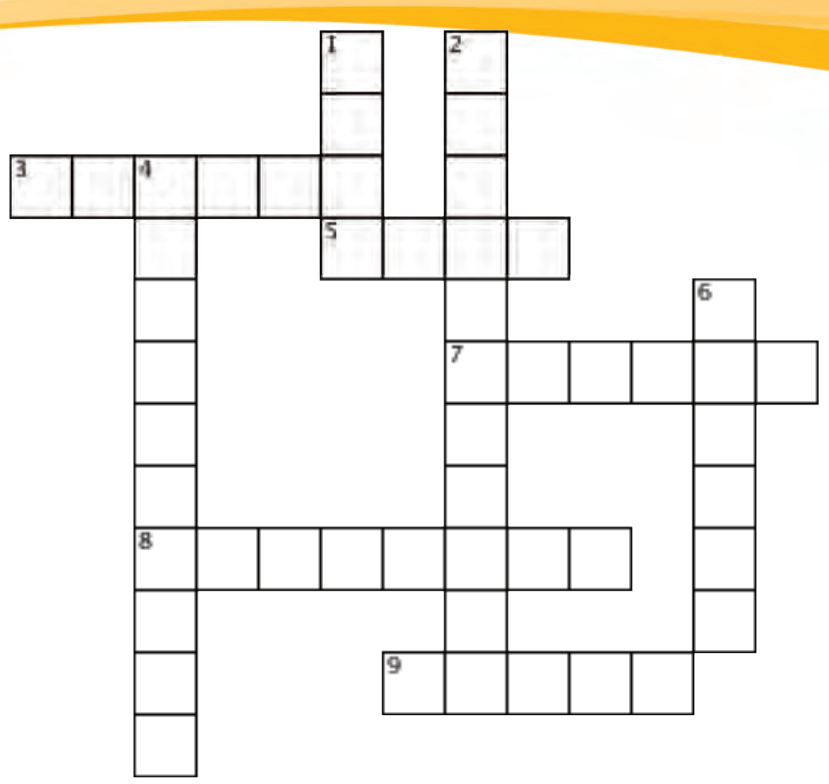
If Kazakhstan makes it look easy to be a relatively peaceful and prosperous republic, it may be the exception. There really are no recipes or blueprints for a perfect country, but some have an easier time than others. What happens when becoming independent does not go smoothly? What happens when a country does not have many natural resources and cannot find a way to encourage tolerance among its people?

Search the Internet for any of the countries in Central Asia. You are certain to come up with pages and pages of information. You will find articles on government, economy, land use, religion—just about everything you can think of. You may also discover some articles about the struggle for human rights.

Since declaring independence in 1991, Uzbekistan has been on a human rights "watch list." Foreign governments, including the United States, watch closely for signs of civil unrest, abuse and even torture. In 2005, a protest in Uzbekistan became violent. The incident is known as the Andijan massacre. On May 13, 2005, the Uzbek National Security Service fired into a crowd of people who were requesting the release of citizens they thought were wrongly imprisoned. Survivors reported that the Uzbek security forces killed at least 187 people, while others say the estimate is closer to 1,500. After this tragedy, the United States and other western governments asked for an international investigation. They wanted to investigate not only the massacre, but also the status of human rights in Uzbekistan. The Uzbek government responded by closing the U.S. airbase there. Would moving from a Soviet republic to an independent country have gone better if Uzbekistan had more resources? Or are ethnic and religious differences a cause of tension in Uzbekistan? Do some research to learn more.

Uzbekistan president Islam Karimov (pictured here with the Uzbekistan flag, seal and map) has been said by some to have ordered the Andijan massacre.

Name _____



ACROSS
3. capital of Kazakhstan
5. abbreviation for North Atlantic Treaty Organization
7. Uzbekistan is a _____ landlocked country.
8. 2,500 mile route
9. Kazakhstan state language

DOWN
1. eastern end of Silk Road
2. state the size of Kyrgyzstan
4. smallest Central Asian country
6. largest Kazakhstan city

Mapping & Charting

Mapping Central Asia

Note to teachers: An outline map of Asia is in the Global Studies Weekly Teacher Supplement for Week 15. You may reproduce that map for students to use to complete this activity.

Your teacher will give you a blank map of Asia. Use the maps and information provided in this week's issue of Global Studies Weekly and any other resources your teacher allows. On the blank map, carefully label the countries of Central Asia, as well as bodies of water and other natural features. Include a key and a compass rose and be sure to title your map!

Research Project

Human Rights

Directions: Using the information provided below, choose a human rights organization to study. Write a brief report on the organization and consider the following questions as you collect information:

How was the organization founded? Does the organization benefit humans everywhere or just people in one part of the world? How does the organization gather information? How does the organization use the information they collect? Why did you choose this organization to research? Would you like to get involved?

Freedom House: (http://www.freedomhouse.org/?page=1) The Freedom House tracks relative freedoms between countries.

Human Rights Watch: (http://hrw.org) This 30-year-old, independent organization gathers and distributes information about human rights all over the world.

Physicians for Human Rights: (http://physiciansforhumanrights.org) This organization of health professionals and others focuses on health as a human right.

PEN: (www.pen.org) This organization of authors and journalists promote freedom of speech.

Open Democracy: (www.opendemocracy.net) This organization provides pro-democracy, pro-human rights information.

Let's Write

Kazakhstan is a country of rich heritage and mixed ethnicity. Over half of the population descends from Kazakh tribes, while less than 30 percent of the population has immigrated from Russian and other neighboring countries. And yet, the republic's designated language for everyday business is not Qazaq, but Russian! Think about the United States and the number of languages spoken in our diverse communities. Do you think the United States will ever have an official, everyday language other than English? Do you think it should? Explain your answer.

Global Studies Weekly

Teacher Supplement

Name: _____ **Date: _____**

Global Studies Weekly (6th Grade) **3rd Quarter, Week 15–Central Asia**

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

1 How has the Silk Road helped civilizations grow throughout the generations?

Ⓐ Transportation helps spread both goods and ideas among cultures.

Ⓑ More trucks could travel there and carry lumber and building materials.

Ⓒ Art museums and shops have been set up on either side of the Road.

Ⓓ Silk is now available throughout the world.

2 Which of the following titles would best go on this chart?

??
minerals
natural gas
rice
barley

Ⓕ Russian Exports to the U.S.A.

Ⓖ Kyrgyzstan Products and Resources

Ⓗ Kazakhstan Products and Resources

Ⓙ Uzbekistan's Natural Resources

3 What caused the five countries in Central Asia to be able to form their own governments, which allows them to elect their leaders?

Ⓐ trade with China

Ⓑ the collapse of the USSR

Ⓒ civil wars

Ⓓ new people immigrating to these countries

4 Which of the following cannot be found in Kyrgyzstan?

Ⓕ high mountain peaks

Ⓖ glaciers

Ⓗ lakes

Ⓙ deserts

5 Read the following pieces of evidence from the text, then choose the statement that the evidence supports:

- Before the fall of the Union of Soviet Socialist Republics (USSR) in 1991, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan were under the USSR's strict communist control.
- Since declaring their independence, each country has formed a government that elects heads of their republic by popular vote.
- A republic is a country with a mainly democratic government.

Ⓐ For centuries, groups of people have fought over land to gain more territory.

Ⓑ Kazakhstan is by far the largest of the five Central Asian republics.

Ⓒ Today, there are five independent republics in Central Asia.

Ⓓ Kyrgyzstan has struggled with government since it declared its independence in 1991.

6 How do the picture and title in "Blueprint for a Young Country" help enhance the meaning of the text?

Ⓕ A blueprint is like a fingerprint, so no other country is exactly like Kazakhstan.

Ⓖ A blueprint is a plan with different parts making a whole, so it is similar to a young country being put together with different parts.

Ⓗ The blueprint in the picture is like a physical map, showing what regions there are in the country.

Ⓙ The blueprint shows the layout of a major government building.

7 Read the following sentence from the text:

Since declaring independence in 1991, Uzbekistan has been on a human rights "watch list."

Why is Uzbekistan on this "watch list"?

Ⓐ Because it is known world-wide for promoting and protecting human rights.
Ⓑ Because everyone is watching how Uzbekistan gives humans their rights.
Ⓒ Because of human rights violations, the country must give up its independence.
Ⓓ Other countries are concerned about the civil unrest and violence in Uzbekistan.

8 Use the map below and the reading to answer #8.

Which country is considered landlocked even though it borders the Aral Sea and the Caspian Sea?

Ⓕ Iran
Ⓖ Kazakhstan
Ⓗ Afghanistan
Ⓙ Kyrgyzstan

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

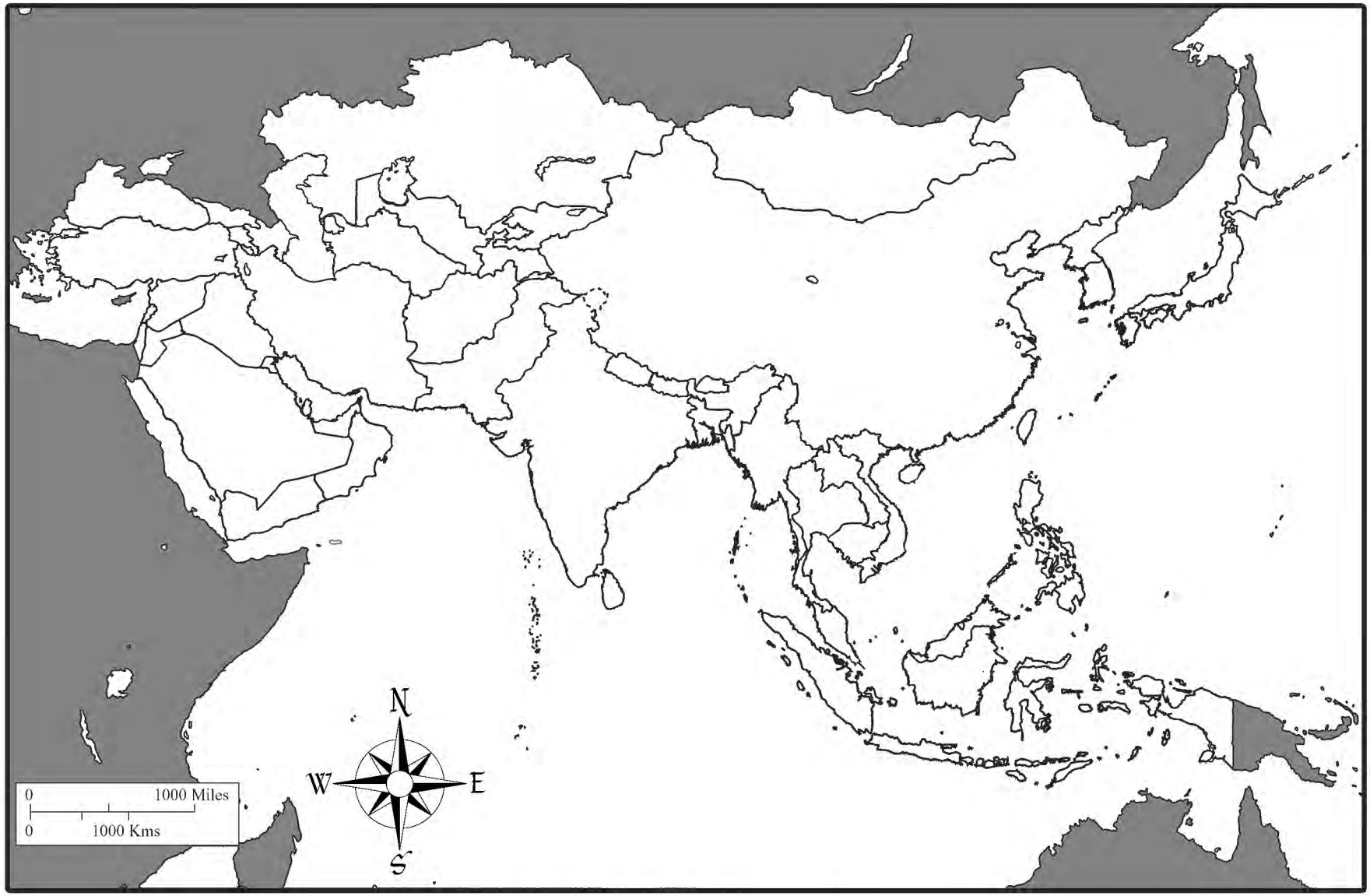
9. Write a mini-book of at least 4 sentences about one of the smaller Central Asian Republics (choose from Kyrgyzstan, Tajikistan or Turkmenistan). Be sure to include text-based information about the location, economy and government of the country you choose.

10. Explain what caused the Silk Road to have the effect of being the ultimate cultural exchange. Use details and information from the reading in your response.

Outline Map of Asia

Outline maps are available on many websites. http://www.eduplace.com/ss/maps/pdf/cn_asia_pol_nl.pdf and http://geography.about.com/library/blank/blxasia.htm are two examples.

Note to teachers: This map can be used for activities in the student edition or teacher materials for Weeks 15-19.



Wayne-Westland Community Schools
Elementary Art
Distance Learning Lessons

Week of 5/11/20

ASSEMBLAGE WITH PATTERN

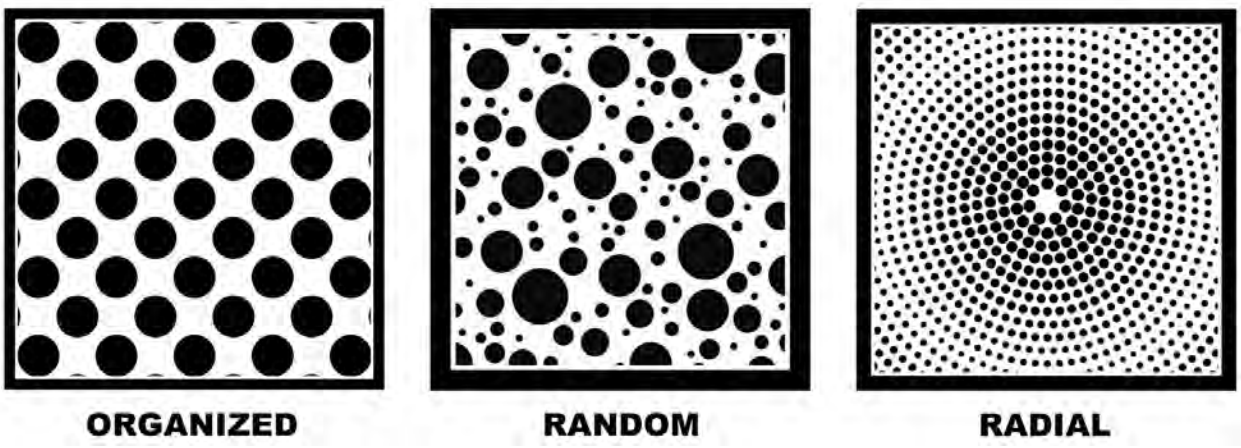
Coins and Mason jar rings were used to add pattern to the shark.

DIRECTIONS:

Create a work of art by assembling and layering household items together to create an image that incorporates pattern (*see more information below about patterns.*) It could be a small-scale design created on a tabletop or other surface, using coins, silverware or other small items to create an image, or it could be a large-scale design created on the floor using larger household items. The items used could be random and unrelated, or they could be themed, such as; only using kitchen utensils to create the image, or only using clothing, or stuffed animals, etc.

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.

DEFINITION: Pattern in visual arts is the repetition of design elements (lines, shapes, forms, textures, colors, values.)



PATTERN RESOURCES:

YouTube Videos:

Robot Art School - Elements & Principles of Art - Pattern **A short, fun video featuring examples of many types of patterns.**

Peep and the Big Wide World: The Road Not Taken Part 2 **Short movie about Pattern**

Julia and Grover Search for Patterns | #SeeAmazing

Sesame Street: Elmo and Craig Robinson See a Pattern

Books:

Read Aloud: A-B-A-B-A---a Book of Pattern Play by Brian P. Cleary

Pattern Fish

https://www.storyjumper.com/book/read/3632612/The-Pattern-Hunt#page/22

https://www.storyjumper.com/book/read/29541906/THE-BOOK-OF-ILLUSIONS-#page/28

https://www.storyjumper.com/book/read/47296826/Oh-the-Patterns-of-the-Zoo#page/18

Games:

Patterns for Children

https://www.tynker.com/ide/v3?type=course&slug=activity:pattern-maker&chapter=0&lesson=0

Splash and Bubbles . Games . Sand Art Spectacular
1 P K Shape Patterns

Silk – Interactive Generative Art

The Color Cube Art Game | Interactive Arts Game for Kids | Paint Online

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 kurtzd@wwcsd.net

Mrs. Windley WindleyA@wwcsd.net

Mr. Millett milletts@wwcsd.net

Ms. Peck peckme@wwcsd.net

Mrs. Smith smitha@wwcsd.net

Mr. Wilburn wilburnp@wwcsd.net

Wayne-Westland Physical Education Elementary Distance Learning Lessons

Week of May 11th

Move It Monday

Today is a planking challenge!!! Use the link below and scroll down to the Solid Core challenge. Level I (K-1) Level II (2-3) Level III (4-5). After you're done with that, feel free to try any of the workouts!

Darebee Planking Challenge

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!

Zumba Kids (22 Short Videos) - Pick 4 of your favorites !!!

Walk Around Wednesday

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

Team Spirit Thursday

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

Fun Time Friday

So, let's get this dance party started – a great way to keep blood pumping and energy levels high. Not to mention a fun and easy way to get your family movin' and groovin'!

Today, take a moment to learn the video below, record your family's dances and post to social media with the hashtag #kidsheartchallenge and #movemore.

Jazz Routine

Topic: Use personal, ethical, safety, and cultural factors in making decisions.

Kindergarten Read How to Lose All Your Friends by Nancy Carlson. Talk about what happened and how it could have been stopped.

1st Read Tease Monster by Julia Cook. Give examples of teasing vs not teasing and ask the student to explain if it is teasing or not.

2nd Discuss bullying behaviors and what we can do to prevent/end them.

3rd Repeat 2nd grade lesson.

4th Discuss how saying “I was just kidding!” or “It was just a joke!” doesn’t make unkind words excusable. There is a huge difference between harmless teasing and hurtful language. Discuss the differences and situations that are examples of both.

5th Repeat 4th grade lesson.

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

5th - 6th Grade Media Choice Board

Please choose ONE activity to do per WEEK along with 10 minutes of TypingClub

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
- Pixton
  - Click For Students
  - Click On MY Own
  - Click "Try for Free" or "Sign Up" using your school email

---

- Log into your **MEDIA** Google Classroom
- Complete My Quarantine Time Capsule

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

- If this is your first time using Tinkercad.com , 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