

# 6th Grade

## May 18 - May 22



# Apples: The Health Benefits



You know that apples are juicy, sweet, and tasty. They are often thought of as a treat or dessert. But apples are an important part of your daily diet. Exciting research has shown that apples have the power to help keep you healthy! Scientists have also discovered that the more of them you eat, the healthier you can be.

## They Can Do That?

It's hard to believe that one fruit can pack such a punch. The truth is, many fruits and vegetables do. But lately scientists have been pretty excited about apple research. Eating apples has been shown to lower the risk of cancer, stroke, and heart disease. There really is truth to that old saying, "An apple a day keeps the doctor away." Here are some facts from research done throughout the world:

- **Cancer:** Laboratory work at Cornell University in Ithaca, New York, found that certain nutrients in

apples slow the growth of colon and liver cancer cells. And researchers in Hawaii studied lung cancer patients and another group that was cancer-free. They found that eating apples kept the risk of lung cancer low.

- *Stroke*: Researchers in Finland studied more than 9,000 men for 28 years and found that those who ate lots of apples had a low risk of stroke. A stroke happens when a blood clot in the brain causes damage or when there is bleeding in the brain.
- *Heart disease*: At the University of California- Davis, researchers found that eating apples kept "bad," or LDL, cholesterol from harming the body. LDL cholesterol causes changes in the arteries. These changes are the buildup of *plaque* (PLAK) on the inside walls of the arteries. Plaque can lead to blood clots and heart attacks. A heart attack is like a stroke, only the damage occurs in the heart.

Other studies showed that people who ate apples regularly had better lung function. Their risk of dying from a heart attack was lower too.

Apples also help in digestion because they contain enzymes to help break down the food you eat. A fat-free food, one medium-size apple has only about 80 calories.

They also have fiber--a medium-size apple has about 5 grams of fiber if you eat the skin too. Dietitians recommend we get from 20 to 25 grams of fiber per day. The type of fiber in apples is called *pectin* (PECK-tin). Studies in Italy, Ireland, France, Finland, and the United States proved that this type of fiber is what helps reduce cholesterol in the blood.

And if that's not enough, munching on apples helps you clean your teeth and massages your gums for a healthy mouth. Can't brush your teeth after lunch? Eat an apple!

## Full of Phytochemicals

What is the "magic" nutrient in apples? It's actually more than one nutrient. Apples are rich in *phytonutrients* (fy-toe-NEW-tree-ents), also called *phytochemicals* (fy-toe-KEM-ih-kulz). Phyto means they come from plants. So phytochemicals are natural chemicals found in plants. They are found in the flesh and the skin of apples, but are more highly concentrated in the skin. Apple juice is also rich in phytochemicals, but it doesn't have the benefit of fiber.

Apples are loaded with vitamins and minerals, including *potassium* (puh-TASS-ee-um) and vitamin C. Phytochemicals are *antioxidants* (an-tee-OX-i-dents). They reduce or prevent cell and tissue damage from molecules in your body called free radicals. Free radicals form in the body every day as you breathe, eat, and exercise.

These phytochemicals are important; one has been especially linked to a reduced risk of cancer and heart disease.

Apples alone can certainly pack a nutritional punch. But together with other fruits, they can do even more. In a French study, scientists found that apples and oranges work well together, because the

apples help the body use more of the vitamin C in the oranges. Your best bet is to eat lots of different fruits and vegetables each day. The recommended daily amount is at least five servings. An apple is one serving, so do try to eat at least one each day.

## The Core of the Matter

Studies on apples are still being done. We already know a lot about their benefits. In the future, we'll know even more, including how to combine them with other foods for the maximum nutritional wallop. Until then, eat as much of this healthy grab-and-go food as you can!

## Recipes

Here are two easy recipes that will make it even easier to eat an apple (or more) a day.

### Apple Sandwich

1. Cut an apple into very thin slices.
2. Spread peanut butter on slices of bread.
3. Place the apple slices on the peanut butter.
4. Add a slice of mozzarella cheese.
5. Sprinkle with cinnamon (optional).
6. Put the slices of bread together.
7. Eat your apple sandwich!

### The Frost Apple

1 pint of frozen vanilla yogurt

1 quart naturally sweet apple cider

Freshly ground nutmeg

Let frozen yogurt soften at room temperature, or microwave it for 20 seconds. Put the yogurt and cider into a blender or food processor and blend until frothy and well mixed. Stir in nutmeg. Pour into tall glasses. Sprinkle nutmeg on top. Makes six 1-cup servings.

### Go Apple "Picking"



See how many different kinds of apples you can pick out at the grocery store. Check off the ones you find on the list below. How many different kinds did you find? How many have you tried? Which is your favorite? How many different kinds did the class find?

Braeburn  
Cameo  
Cortland  
Crispin  
Empire  
Fuji  
Gala  
Ginger Gold  
Golden Delicious  
Granny Smith  
Honeycrisp  
Ida Red  
Jonagold  
Jonathan  
McIntosh  
Pink Lady  
Red Delicious  
Rome Beauty  
Winesap  
York Imperial

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. According to the text, what is a reason that apples are an important part of a healthy diet?

- A. Apples contain vitamin K, which you can't get from any other food.
- B. Apples have enzymes that help break down food.
- C. Apples clean your teeth so you never need to brush them.
- D. Apples have all of the fiber that a person needs in a day.

2. What is a way that the author asks the reader to analyze the list of apple types?

- A. See how many kinds of apples grow in the reader's state.
- B. See which kind of apples taste the best in homemade pie.
- C. See how many kinds of apples the reader can find in the store.
- D. See how many kinds of apples the reader can taste at school.

3. Apples can provide several different beneficial vitamins and minerals to the body when you eat them.

What evidence from the text supports this conclusion?

- A. "Researchers in Finland studied more than 9,000 men for 28 years and found that those who ate lots of apples had a low risk of stroke."
- B. "Other studies showed that people who ate apples regularly had better lung function. Their risk of dying from a heart attack was lower too."
- C. "Apples alone can certainly pack a nutritional punch. But together with other fruits, they can do even more."
- D. "Apples are loaded with vitamins and minerals, including potassium (puh-TASS-ee-um) and vitamin C."

4. If given the choice between eating a whole apple and drinking a glass of apple juice, which would be healthier?

- A. the apple juice, because it tastes better
- B. the whole apple, because the skin contains fiber
- C. the apple juice, because it has phytochemicals
- D. the whole apple, because it is a fat-free food

5. What is the main idea of this text?

- A. Apples are the best food in the world and should be eaten at every meal and snack.
- B. Apples come in over 50 types, each with unique benefits to your health.
- C. Apples keep doctors away, so people that eat them never worry about getting sick.
- D. Apples are an important part of a healthy diet and can prevent some diseases.

6. Read this sentence from the text.

Other studies showed that people who ate apples regularly had better lung **function** .

In the sentence, what does the word "**function**" mean?

- A. sleep
- B. event
- C. food
- D. activity

7. Choose the word that best completes the sentence.

Apples are an important part of your daily diet, \_\_\_\_\_ they should not be the only food you eat!

- A. because
- B. when
- C. so
- D. but

8. Explain why there is truth to the saying, "An apple a day keeps the doctor away." Use evidence from the text to support your answer.

9. Why would the author include recipes in the text? Use evidence from the text to support your answer.

# The Film Editor

by ReadWorks



When deciding whether a movie is good or not, most people think about the storyline. They think about the quality of the acting. Some might even remark on how well the movie was directed. Almost no one says: "Boy, that movie was really well edited!"

This is a dilemma that every film editor faces. Their work, while crucial to the success of a film, is rarely celebrated. Many don't even know that the job title "Film Editor" exists. People win Academy Awards for Best Actor and Best Director. No one seems to care about the Best Editor.

"Everyone knows that Meryl Streep has won three Academy Awards for acting," says Marc Rodriguez, a professional film editor based in New York City. "Nobody knows that Michael Kahn has won three Academy Awards for film editing."

Rodriguez graduated from film school at New York University in Manhattan. As a teenager, he was always shooting footage of his friends on his family's video camera. He worshipped legendary directors like Martin Scorsese and Steven Spielberg. Someday, he thought, I will make films of my own.

So after graduating from film school, Rodriguez took a job as an editor of television commercials. The idea was to make some money to afford making a feature-length film. But as he got more involved in editing, he fell in love with it. At 37 years old, he still hopes to direct a film. But film editing has become both his passion and his full-time job.

Speaking over the phone from his office in Brooklyn, Rodriguez explained what exactly a film editor does.

"I don't want to take too much credit," says Rodriguez, a stocky guy with floppy red hair, "but we essentially bring the film to life. For a big feature film, a director will often shoot over 100 hours of footage. Documentary filmmakers tend to shoot even more hours, because they don't know what the story is when they start. As the editor, it is my job to cut all that footage down to an hour and a half."

"As you can imagine," Rodriguez adds, "this requires a lot of time and patience."

Luckily, Rodriguez is a patient man. Directors tend to have less patience. Their job involves gathering footage and making sure the actors get along. But after the film shoot is over, the director's job is pretty much done; he or she hands over the footage to the editor. The editor is then tasked with taking out everything that doesn't fit in the story.

Rodriguez works alone in a small, quiet office. His job requires intense amounts of concentration. On his desk, he keeps two computer monitors. One allows him to check the Internet and answer emails. The other is for editing films.

A typical day involves editing a 20 to 30 second scene of a movie. That's right: an entire day spent going over the same 20 or 30 seconds of a movie. In the end, this is how movies get made. As the editor, Rodriguez matches the sound with what is happening on-screen. He makes sure the storyline flows from scene to scene. He ensures that the stars of the film appear in as flattering a light as possible.

"For me, editing is like putting together a giant puzzle in which most of the pieces don't fit," he says with a laugh. "You look closely at all the footage. You examine it to see whether it should go into the final cut, as we call it. In the end, though, only a tiny percentage of the original footage makes it into the actual film."

Now and then, Rodriguez says, he decides that he does not have enough footage to make a film. In such cases, the director is forced to film new scenes. This can be stressful for everyone involved. The actors may already be acting in other films or TV shows. The camera operator-the person who holds the camera-may have moved on as well. And yet the director must get everyone back together to shoot the final scenes. Otherwise the movie may never be completed.

"You really don't want to tell directors that they have to shoot more footage," Rodriguez says. "It's something they really do not want to hear. Hopefully they understand it's for the sake of the film. After all, no one wants to get a bad review! If it comes down to shooting more footage or getting ripped apart by movie critics, most directors will gladly shoot more scenes."

Speaking of bad reviews, critics almost never mention the film's editor in their reviews. To the press, the director and the writer are responsible if a film fails. The editor is left blameless. Of course, when a film is praised and wins awards, the editor does not receive much credit either.

Rodriguez understands that his profession will remain underappreciated. But he does make a good living. And he enjoys the challenge of putting a movie together. Seeing the final product on screen can be a thrilling experience. Then again, seeing all his intricate editing work projected onto a giant movie screen before a crowd full of people can come as a shock, too.

"You always see a thousand little mistakes," he says. "But of course, the audience never notices, since they didn't put the thing together. And even if they did notice the mistakes, they probably wouldn't blame me. As I always say, no one blames the editor!"

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What does a film editor do?

- A. shoots footage for a film
- B. raises money to produce a film
- C. pieces together the footage into a finished film
- D. directs the production of a film

2. How does the author contrast directors and editors?

- A. Directors are brilliant artists while editors are just paid laborers.
- B. Directors are the ones who make a movie good or not while editors don't do that much.
- C. Directors are not as patient as editors.
- D. Directors make a lot more money than editors.

3. A film editor can spend an entire day working on just twenty to thirty seconds of a film.

What can be concluded from this information?

- A. Editing a film is simple.
- B. Editing a film is a quick process.
- C. Editing a film requires a lot of patience.
- D. Editing a film can be boring.

4. Why is the job of an editor important to the success of a film?

- A. The editor pieces together the director's footage into a story.
- B. The editor has the final say in what the movie will look like.
- C. The editor can make the movie stars look bad if he wants to.
- D. The editor is the person who helps the director gather footage.

5. What is this passage mostly about?

- A. the job of a film editor
- B. all of the steps it takes to make a movie
- C. the importance of a film director
- D. the way to get into the film business

6. Marc Rodriguez uses a metaphor to compare editing a film to something else. What does he compare it to?

- A. piloting a large plane with many passengers
- B. writing a novel in a different language
- C. making a map of an unexplored country where he has never been before
- D. putting together a giant puzzle in which most of the pieces don't fit

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

\_\_\_\_\_ a film editor begins his work, a director will shoot hundreds of hours of footage.

- A. Finally
- B. Before
- C. After
- D. However

8. Explain what happens if an editor decides that he does not have enough footage to make a film.

9. What is the director's job?

10. Explain how the work of *both* the director and the editor is crucial to the making of a film. Use information from the text to support your answer.

# Wired World

## A new report shows more people are online than ever before.

"Everyone who uses the Internet, please stand up!" If that message could be heard all over the world at the same time, how many people do you think would stand up?



AFP/Getty Images

*Kids in China learn how to use the Internet.*

The answer is almost two billion, or nearly one-third of all human beings on the planet. That number comes from the International Telecommunication Union (ITU). Since 2005, the number of people who have **access** to the Internet through cell phones or computer use has doubled. To have access to something is to have the ability to use it. The Internet is a communications system that connects computers around the world.

## Countries in the Lead

A growing percentage of the world's Internet users access the Internet not through their computers, but with their cell phones. According to ITU, there were an estimated 5.9 billion cell phone subscriptions in 2011. Mobile phone networks are now available to 90 percent of the world's population.





J. Carrier/Getty Images

*In Kenya, cell phones are growing in popularity with schoolchildren.*

J. Carrier/Getty Images-***In Kenya, cell phones are growing in popularity with schoolchildren.***

The wealthier nations of the world have the most people using the Internet. Poorer nations have the fewest Internet users. The biggest difference in Internet use between the richest nations and the poorest nations is called the global digital divide. However, the digital divide is getting smaller. Of the 226 million new Internet users added in 2010, most (162 million) came from the world's poorer countries.

Who are the digital leaders? Sweden comes in at number one. The country is followed by Luxembourg, South Korea, Denmark, the Netherlands, Iceland, Switzerland, and Japan. The United States comes in at 19.

## Kids Surf

How has this **rapid**, or quick, growth in Internet use affected young people around the world?

Toshie Takahashi, a professor who specializes in how young people relate to the Internet, spoke to *WR News*.

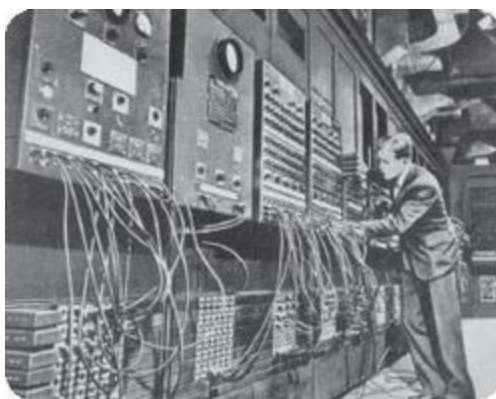
"Kids can ... communicate with each other using the Internet. ... National boundaries are not a **barrier**." A barrier is something that blocks something else. Takahashi says there are some kids who have mixed feelings about the Internet. "It is good in that they can easily make friends, play games, and do other things with kids even on the other side of the globe. But the Internet can be harmful, they say, because it leaves them open to cyberbullying and other harmful things. In general, though, for kids, the Internet has shrunk the world. It does not seem like such a big place anymore."

Takahashi thinks that increasing Internet use has led to a better understanding between young people worldwide. "Kids all over the world love American pop music and pop culture," she says. "And an increasing number of American kids are ... learning about pop culture in other countries. I interviewed a U.S. teen who is **fascinated** with Japanese animation, for instance." To be fascinated is to be excited about something or someone.

Takahashi says that, especially in Asia, more kids use cell phones to access the Internet than computers. "In China, for instance, they don't have a lot of public access to the Internet, but they have a huge number of cell phones capable of downloading a lot of data quickly. In Japan, ... students research and write papers using their cell phones alone!"

## Who Invented the Internet?

U.S. Department of Defense members were the first world's "Webmasters."



akg-images/Newscom

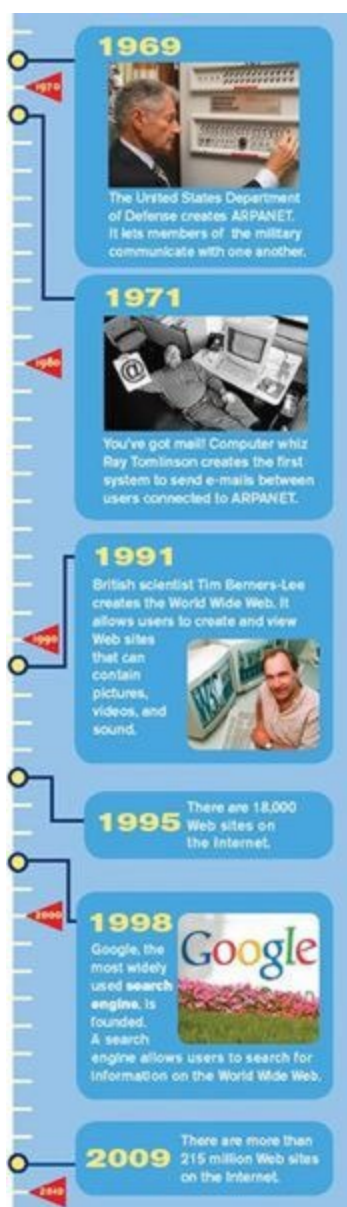
*This early computer isn't exactly a lap top! It was built in 1945 at the University of Pennsylvania.*

The department created the Advanced Research Projects Agency Network (ARPANET). That was a network of university and U.S. military computers. ARPANET machines could share information and "talk" to one another. By 1981, approximately 200 computers were on the network.

After the World Wide Web was created in 1991, ARPANET and other networks joined to form what we know today as the Internet.

## America, Online

Ever wonder how the Internet works? Browse through the time line to learn about some major moments in the Internet's history.



1969: AFP/Newscom; 1971: Ed Quinn/Corbis; 1991, 1998: AP Images

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. According to the text, which of the following countries comes first on the list of digital leaders?

- A. South Korea
- B. Luxembourg
- C. United States
- D. Sweden

2. What does the text describe?

- A. how the Internet works on cell phones
- B. companies that provide access to the Internet
- C. Internet use around the world
- D. how people can protect themselves on the Internet

3. The internet can have negative impacts on kids.

What does Professor Takahashi say that supports this conclusion?

- A. "In general, though, for kids, the Internet has shrunk the world. It does not seem like such a big place anymore."
- B. "But the Internet can be harmful, they say, because it leaves them open to cyberbullying and other harmful things."
- C. "And an increasing number of American kids are ... learning about pop culture in other countries."
- D. "It is good in that they can easily make friends, play games, and do other things with kids even on the other side of the globe."

**4.** Read these sentences from the text.

A growing percentage of the world's Internet users access the Internet not through their computers, but with their cell phones. .

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The wealthier nations of the world have the most people using the Internet. Poorer nations have the fewest Internet users. The biggest difference in Internet use between the richest nations and the poorest nations is called the global digital divide. However, the digital divide is getting smaller.

Based on the text, how is the Internet accessed in different nations?

- A. People in wealthier nations access the Internet through their computers, but people in poorer nations access the Internet through their cell phones.
- B. People in wealthier nations access the Internet through their cell phones, but people in poorer nations access the Internet through their computers.
- C. More and more people in both wealthier and poorer nations access the Internet through their computers.
- D. More and more people in both wealthier and poorer nations access the Internet through their cell phones.

**5.** What is the main idea of this text?

- A. The Internet can be accessed from anywhere in the world.
- B. The global digital divide is getting smaller.
- C. The Internet is used by many people around the world.
- D. The Internet was originally ARPANET and other networks.

6. Read these sentences from the text.

Kids can ... **communicate** ... with each other using the Internet. ...  
National boundaries are no barrier.

As used in the text, what does the word "**communicate**" mean?

- A. see
- B. travel
- C. talk
- D. ignore

7. Choose the answer that best completes the sentence.

Students in Asia use their cell phones to research and write papers \_\_\_\_\_ there isn't a lot of public access to the Internet in those countries.

- A. after
- B. but
- C. because
- D. so

8. According to the text, what is the global digital divide?

9. Based on the text, what does Toshie Takahashi most likely mean when she says that the Internet has shrunk the world? Use evidence from the text 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

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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!

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- 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

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- **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

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### 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

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### 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

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### 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

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### 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

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### 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

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### 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

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### 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

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### 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

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### 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

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### **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: \_\_\_\_\_

## Subtraction of Decimals – Round 1

Directions: Evaluate each expression.

1.	$55 - 50$	
2.	$55 - 5$	
3.	$5.5 - 5$	
4.	$5.5 - 0.5$	
5.	$88 - 80$	
6.	$88 - 8$	
7.	$8.8 - 8$	
8.	$8.8 - 0.8$	
9.	$33 - 30$	
10.	$33 - 3$	
11.	$3.3 - 3$	
12.	$1 - 0.3$	
13.	$1 - 0.03$	
14.	$1 - 0.003$	
15.	$0.1 - 0.03$	
16.	$4 - 0.8$	
17.	$4 - 0.08$	
18.	$4 - 0.008$	
19.	$0.4 - 0.08$	
20.	$9 - 0.4$	
21.	$9 - 0.04$	
22.	$9 - 0.004$	

23.	$9.9 - 5$	
24.	$9.9 - 0.5$	
25.	$0.99 - 0.5$	
26.	$0.99 - 0.05$	
27.	$4.7 - 2$	
28.	$4.7 - 0.2$	
29.	$0.47 - 0.2$	
30.	$0.47 - 0.02$	
31.	$8.4 - 1$	
32.	$8.4 - 0.1$	
33.	$0.84 - 0.1$	
34.	$7.2 - 5$	
35.	$7.2 - 0.5$	
36.	$0.72 - 0.5$	
37.	$0.72 - 0.05$	
38.	$8.6 - 7$	
39.	$8.6 - 0.7$	
40.	$0.86 - 0.7$	
41.	$0.86 - 0.07$	
42.	$5.1 - 4$	
43.	$5.1 - 0.4$	
44.	$0.51 - 0.4$	

Number Correct: \_\_\_\_\_

Improvement: \_\_\_\_\_

## Subtraction of Decimals – Round 2

Directions: Evaluate each expression.

1.	$66 - 60$	
2.	$66 - 6$	
3.	$6.6 - 6$	
4.	$6.6 - 0.6$	
5.	$99 - 90$	
6.	$99 - 9$	
7.	$9.9 - 9$	
8.	$9.9 - 0.9$	
9.	$22 - 20$	
10.	$22 - 2$	
11.	$2.2 - 2$	
12.	$3 - 0.4$	
13.	$3 - 0.04$	
14.	$3 - 0.004$	
15.	$0.3 - 0.04$	
16.	$8 - 0.2$	
17.	$8 - 0.02$	
18.	$8 - 0.002$	
19.	$0.8 - 0.02$	
20.	$5 - 0.1$	
21.	$5 - 0.01$	
22.	$5 - 0.001$	

23.	$6.8 - 4$	
24.	$6.8 - 0.4$	
25.	$0.68 - 0.4$	
26.	$0.68 - 0.04$	
27.	$7.3 - 1$	
28.	$7.3 - 0.1$	
29.	$0.73 - 0.1$	
30.	$0.73 - 0.01$	
31.	$9.5 - 2$	
32.	$9.5 - 0.2$	
33.	$0.95 - 0.2$	
34.	$8.3 - 5$	
35.	$8.3 - 0.5$	
36.	$0.83 - 0.5$	
37.	$0.83 - 0.05$	
38.	$7.2 - 4$	
39.	$7.2 - 0.4$	
40.	$0.72 - 0.4$	
41.	$0.72 - 0.04$	
42.	$9.3 - 7$	
43.	$9.3 - 0.7$	
44.	$0.93 - 0.7$	



Number Correct: \_\_\_\_\_

**Multiplication of Decimals – Round 1****Directions:** Evaluate each expression.

1.	$5 \times 1$	
2.	$5 \times 0.1$	
3.	$5 \times 0.01$	
4.	$5 \times 0.001$	
5.	$4 \times 2$	
6.	$4 \times 0.2$	
7.	$4 \times 0.02$	
8.	$4 \times 0.002$	
9.	$3 \times 3$	
10.	$3 \times 0.3$	
11.	$3 \times 0.03$	
12.	$0.1 \times 0.8$	
13.	$0.01 \times 0.8$	
14.	$0.1 \times 0.08$	
15.	$0.01 \times 0.08$	
16.	$0.3 \times 0.2$	
17.	$0.03 \times 0.2$	
18.	$0.3 \times 0.02$	
19.	$0.03 \times 0.02$	
20.	$0.2 \times 0.2$	
21.	$0.02 \times 0.2$	
22.	$0.2 \times 0.02$	

23.	$5 \times 3$	
24.	$5 \times 0.3$	
25.	$0.5 \times 3$	
26.	$0.5 \times 0.3$	
27.	$9 \times 2$	
28.	$9 \times 0.2$	
29.	$0.9 \times 2$	
30.	$0.9 \times 0.2$	
31.	$4 \times 4$	
32.	$4 \times 0.4$	
33.	$0.4 \times 0.4$	
34.	$0.8 \times 0.6$	
35.	$0.8 \times 0.06$	
36.	$0.8 \times 0.006$	
37.	$0.08 \times 0.006$	
38.	$0.7 \times 0.9$	
39.	$0.07 \times 0.9$	
40.	$0.007 \times 0.9$	
41.	$0.007 \times 0.09$	
42.	$1.2 \times 0.3$	
43.	$1.2 \times 0.03$	
44.	$1.2 \times 0.003$	

**Problem Set**

1. Fill in each blank.
  - a.  $\underline{\hspace{1cm}} + 15 - 15 = 21$
  - b.  $450 - 230 + 230 = \underline{\hspace{1cm}}$
  - c.  $1289 - \underline{\hspace{1cm}} + 856 = 1289$
  
2. Why are the equations  $w - x + x = w$  and  $w + x - x = w$  called *identities*?

**Problem Set**

1. Fill in each blank to make the equation true.
  - a.  $132 \div 3 \times 3 = \underline{\hspace{2cm}}$
  - b.  $\underline{\hspace{2cm}} \div 25 \times 25 = 225$
  - c.  $56 \times \underline{\hspace{2cm}} \div 8 = 56$
  - d.  $452 \times 12 \div \underline{\hspace{2cm}} = 452$
  
2. How is the relationship of addition and subtraction similar to the relationship of multiplication and division?

2. Write an equivalent expression to demonstrate the relationship of multiplication and addition.

a.  $6 + 6$

b.  $3 + 3 + 3 + 3 + 3 + 3$

c.  $4 + 4 + 4 + 4 + 4$

d.  $6 \times 2$

e.  $4 \times 6$

f.  $3 \times 9$

g.  $h + h + h + h + h$

h.  $6y$





# The Science of Solving Crimes

*"The pencil belongs to..."*

*The entire class holds their breath waiting for the verdict.*

*"...Irene!"*

*"How do you know, Mr. Holmes?"*

*"It's elementary. The pencil, though of a common color and brand, bears teeth marks of someone who wears braces. Nasty habit, Irene! As you can see, Irene wears braces. Furthermore, the point of the pencil is slightly off center, indicating that it was sharpened by the sharpener in Mrs. Doyle's room. You really must get that fixed, Mrs. Doyle."*

*"Yes, but..."*

*"You are a student in Mrs. Doyle's homeroom, are you not, Irene?"*

*"I am."*

*"Finally, the softness of the pencil lead matches that on several of Irene's writing samples."*

*"Brilliant, Mr. Holmes!"*

Mr. Holmes used forensic evidence to settle a dispute about the ownership of a pencil. Real-life police detectives and forensic scientists use evidence to solve serious crimes. What is forensic science

and how is it used to help find the innocence or guilt of a crime suspect?

Forensics has even been used by ancient Romans as a way to settle a criminal charge. The accuser and the accused would present their arguments, and the verdict would favor the one who used the best debate skills and presented the best evidence. Today, criminal cases are decided partly on scientific evidence.

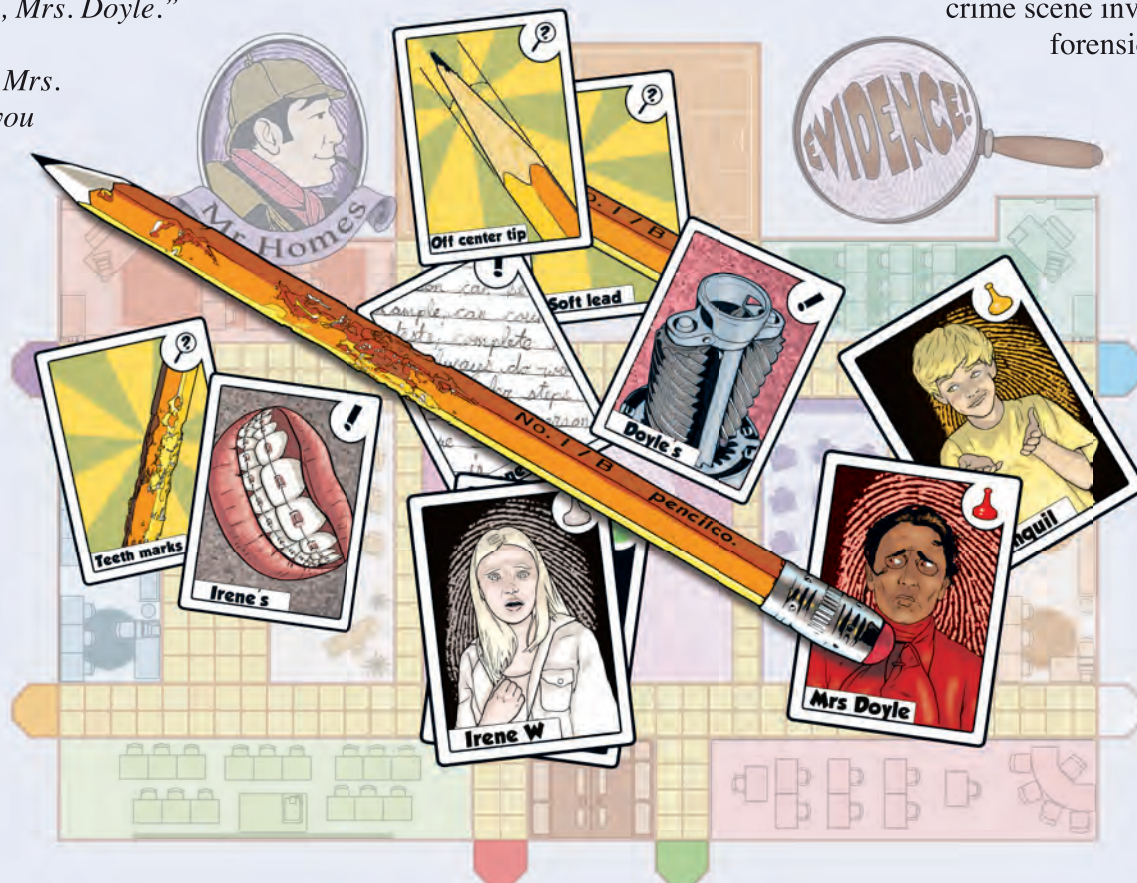
Forensic scientists use many different branches of science to answer

questions about crime scenes. At a trial, lawyers may ask about the type of weapon used in a crime or the identity of the person who left behind an imprint. The answers to these questions may determine whether an accused person goes to jail or is set free. New techniques and technologies are constantly helping forensic scientists be as accurate and fair as they need to be while doing this important job.

Perhaps you have seen one of the crime shows on TV that feature a crime lab or crime scene investigators. Interest in forensics has grown tremendously

partly because of the popularity of these shows. They reflect real-life circumstances and techniques used in forensics. But, are the scenes completely realistic and accurate? Not always. Take a look at "Movie Science" for more on that topic.

Forensic scientists use chemistry, physics and biology to help solve crimes. In this issue you can use science to analyze substances like the pros do.



## Connections

### What are prints for?

Look at your fingertips. Closer. Even closer! You've got fingerprints. Everybody does. Now look at the back of your hand. Do you see prints? What about your arm? Are prints anywhere other than on your fingers?

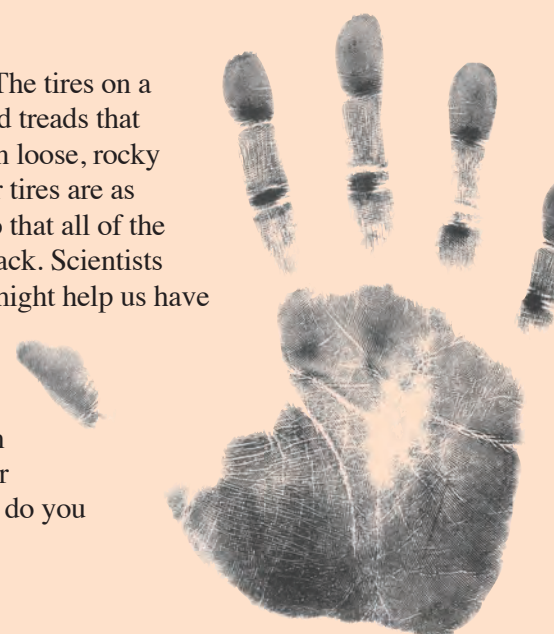
Other than the palms of your hands and the bottoms of your feet, your body doesn't have prints. What does that tell you about the purpose of prints? Are they just for decoration?

For as long as anyone can remember, people assumed that the ridges and valleys on your feet and hands were to help you

grip things better. No one ever thought to question that theory until 2009. That is when scientists Roland Ennos and Peter Warman decided to put the theory to a real scientific test. They found that the prints on your hands actually reduce the friction between your hand and the thing you're grabbing. Friction is a measurement of how hard it is to move something when it's against something else. It turns out our prints reduce friction because about 30 percent of our hand doesn't even touch whatever we're grabbing!

So what are prints for? Well, it depends.

Think of it this way. The tires on a truck have big, rugged treads that help give it friction on loose, rocky ground, while racecar tires are as smooth as possible so that all of the tire can stick to the track. Scientists think that our prints might help us have more friction when grabbing wet things, or maybe they just help the skin bend around whatever we're grabbing. Why do you think we have prints?







# Forensics

Imagine you come to school tomorrow morning and your teacher's classroom has been ransacked. Some of the teacher's are papers on the floor, and there was money in the desk that is missing. There are two shoe imprints in the dirt just outside the classroom, and something that looks like it might be glue or paint under the window next to the teacher's desk. There are some hairs and a piece of thread that were caught on a nail near the door. It's a crime scene! So how would you do to find out what happened? Let's look!

**Ask Questions** – Any good investigator would start with looking at the scene and asking questions related to what happened. In our classroom-case some questions they might ask are: What is missing? Who was in the building last night, and who had access to the classroom? When did the crime happen? What evidence is there? Why would someone do this (what are some possible motives)? These questions will guide the examination of

the evidence. So let's take a look at the pieces of evidence and see what we can discover.

## Papers and missing money

What do we want to know about the papers and missing money? Well, we should ask the teacher what type of papers were on the floor, and where they were when she left for the day. If the papers were important, they might help us answer the question why someone wanted them. What about the money? Well it's pretty easy to understand why people want money, so what else could we learn from the money? If it was in a drawer, maybe there are fingerprints from the person who opened the desk. Analyzing any fingerprints could tell us who opened the desk.

## Shoe Imprints

What can you tell from the print of a shoe? Well quite a lot actually. There's general, or

class, information about the shoe. This refers to the overall class or group that something can be assigned to. For example, you can get information about the size and general type of the shoe, and even the brand if the tread has a distinctive pattern. But did you know that you can also tell whether a person is walking, jogging or running from the type of prints you find? Scientists can also estimate someone's height from the shoe print using mathematical calculations. Other information is more specific to the individual shoe and patterns of the wearer. For example, individual shoes often have unique characteristics like cuts, defects or distinct wear patterns in the sole. This type of evidence is especially helpful in placing that particular shoe at the scene of a crime.

## Substance on floor

What about that sticky stuff on the floor? Every substance taken from the crime scene is a unique



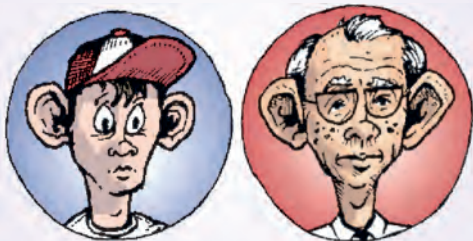
## Technology & Science

### Forensic Art

Forensic artists use their skills to make pictures of victims or suspects who are missing so they can be located. Age-progression technology is used to create an image of someone who has been missing a long time. These pictures are helpful in capturing wanted fugitives who have been hiding out for years and in locating missing children whose appearance has changed significantly.

The age progression begins with a photograph. Often this image is digitized and altered by a computer program. The artist uses scientific facts about the aging process of the human body to modify the facial features. Information such as lifestyle, genetics, occupation and hair loss is considered.

These artists then create an educated approximation on how the individual should appear. They can add or remove beards and mustaches or show different hairstyles and hair color. The final age-progression photograph is then distributed to law enforcement agencies.



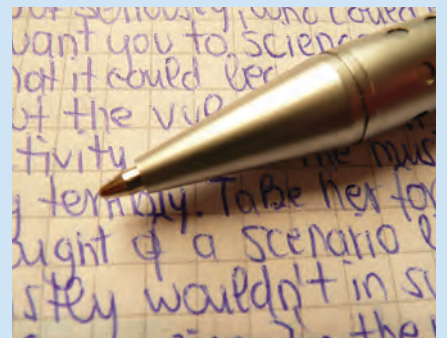
### Unique Signatures

Everybody's handwriting is unique. How you sign your name, and the way you dot your i's or cross your t's is different from how your friend may do it. Try it now and see!

Get with a partner, or desk buddy in your class and write down the same word, hippopotamus, on separate sheets of paper. No peeking!

When you have completed writing the word, place one paper on top of the other so that the words overlap. Now, hold the paper up to the light. Can you see all the places where how you wrote the word is different than your partners? Maybe your handwriting is bigger, or your partner's letters curve or slant a different direction than yours do. These are all clues that help tell experts in handwriting analysis figure out "Whodunnit."

Forensic analysis can involve looking closely at handwritten evidence. Sometimes people will fake someone else's signature on an official document, or they will leave behind demands on a piece of paper when committing a crime. When experts look at handwriting or signatures, they are checking for those special indicators (clues) that can help correctly determine the identity of the suspect.





mixture of chemical compounds and can be identified. And that can give us information that is helpful. Apart from obvious characteristics that you can see about a substance like its color and consistency, a chemical analysis can tell you what it's made of. So blue paint and blue glue might both look the same to you, but their chemical makeup is different. A chemical analysis can also tell if something is animal, vegetable or mineral. Theater people sometimes make fake blood using red jello mix or corn syrup and dye. So, a chemical analysis can tell us if that suspicious red spot on the carpet is just corn syrup or ketchup!

Hair and thread sample

Inspecting the hair left behind can help us find out what hair color and quality that the suspect has. If the sample matches the color and length, that can help rule in or out suspects. What if the hair sample is synthetic? Maybe the suspect was wearing a wig. Under a microscope, synthetic hair will appear clear under the light. However, natural hair under a microscope will have a distinctive core at the center of the strand. Specialists can also analyze DNA collected from any hair samples left behind.

Thread samples left behind at a crime scene can give investigators information about what a suspect was wearing. Investigators may use a microscope to try and match the threads left behind to samples gathered from the clothes of the suspects. They would look at the color of the thread, the material (cotton, wool, denim, nylon...etc.) and match the structure of the threads.

At first glance it may not seem like the clues left behind can help solve the mystery of this crime. However, if you look closely enough, there is a whole world of information in these clues that will help point us in the right direction!



Chromatography

You've probably noticed that not all markers and pens are alike. There are different colors. Some are permanent, and some are washable. What about two watercolor markers of the same color but from different manufacturers? Are they the same? Forensic scientists sometimes analyze substances, revealing a signature that leads investigators to stores where a suspicious substance was purchased. This information can rule out or confirm suspects. Chromatography is a process of separating mixtures into the parts they are made of. In this investigation, you will use chromatography to analyze ink from several markers to identify which marker was used in a crime.

- Materials:**
- 5 different black markers
  - water
  - paper clips
  - wooden skewer
  - pencil
  - filter paper
  - rubbing alcohol
  - scissors
  - 2 beakers
  - paper towels
1. Your teacher will give you a strip of paper with a mark. Cut it in half lengthwise and write "control" at the opposite end.
  2. Cut 10 strips of filter paper 1/2-inch wide and as long as the beaker is tall.
  3. Use one of the markers to draw a horizontal line on two of the filter paper strips 1 inch from one end. At the other end, use the pencil to mark each strip so you know which marker you used. Set one of the strips aside.
  4. Repeat the previous step so that you have two sets of filter strips.
  5. Attach a paper clip to the end of each strip in one of the sets. Do the same with one control.
  6. Insert the skewer through the end of each paper clip so the strips will dangle freely.
  7. Pour water into a beaker to a depth of a half inch.
  8. Place the strips into the beaker so the ends touch the water and the skewer rests on the edge of the beaker.
  9. Wait 15 minutes.
  10. Repeat steps 5-9 but use alcohol instead of water.
  11. Remove strips and lay them flat on paper towels.
  12. Construct a data table to show your results.
  13. Which marker made the original mark? \_\_\_\_\_

How do you know? \_\_\_\_\_

Science, Then & Now

Search Dogs

Imagine one of your five senses being so strong that you could use it to help solve crimes? Believe it or not, some dogs are hired for that exact reason! Dogs are famously called man's best friend, but their capabilities and the ways they can serve people go beyond mere companionship. You may have heard of some police forces having a K9 unit, or of search and rescue teams using dogs to find people who have gotten lost or hurt. Believe it or not, dogs are trained to do certain jobs because of their noses. Some dogs have a very developed sense of smell, and given the right training, they can accomplish amazing things in the field. Search dogs must begin their training as puppies at just a couple of months old. They must first master obedience, which can be crucial for safety reasons when working in the field, and then they are trained to use their amazing sense of smell to follow scent trails. Some are so good at what they do that they can even detect scents carried in the air. They can be trained to find someone when given a scent to track, such as an object owned by the missing person, and some can even track a person from the place they were last seen at. Once they find the missing person, they are trained to lead search and rescue workers to the person's location. Search dogs also help police to track down criminals and find victims of crimes, as well as sniff out evidence at crime scenes. Who knew dogs could make such great detectives!

Lie Detectors!

Spotlight

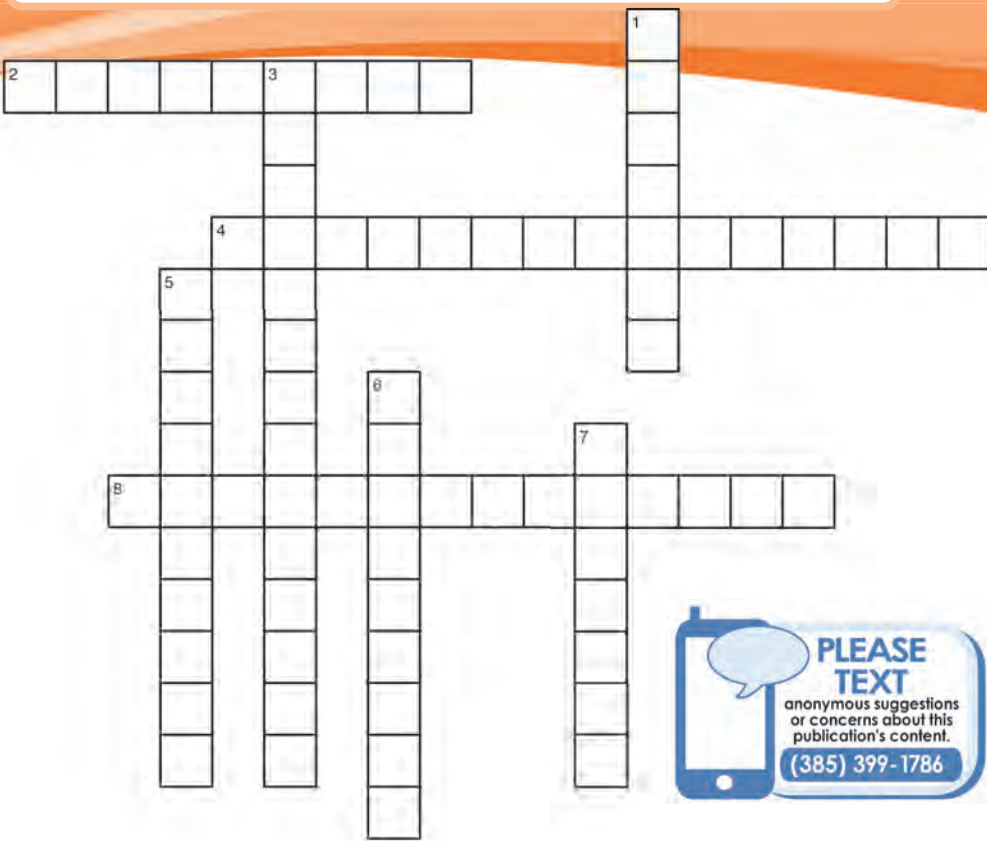
You may be asking yourself, "Do lie detectors actually detect lies?" The answer is not really. Well then, what do they detect? When people are put under stress, their body reacts in different ways. Have you ever told a lie or had to keep a secret? Did your palms get sweaty? Did it feel like your heart was beating more quickly? These are stress reactions that happen in the human body. Keeping a secret or lying can cause these stress reactions to occur.



A lie detector is an electronic device, also known as a polygraph, that can read small changes in the human body caused by stress. These devices measure changes in heartbeat, perspiration and electronic signals sent to your skin. They can't actually detect lies, but they can help determine if a suspect is being deceptive. Even though polygraphs can't tell us precisely when or if someone is lying, they are used in many different situations to help determine deception. Police officers and detectives use them when interrogating suspects of serious crimes. Some courts even use the results of these tests to help determine if the suspect is guilty, or at least, hiding something.



Name \_\_\_\_\_



ACROSS

- 2. to begin legal proceedings against a person
- 4. a branch of medicine that uses science and a number of tests to find answers about a cause of death
- 8. using the unique patterns found on fingers to make identification

DOWN

- 1. inspection of a body after death to determine the cause of death
- 3. a process of separating mixtures into the parts they are made of
- 5. the scientific study of the characteristics of bullets
- 6. the use of science to answer questions about a crime
- 7. to examine carefully and in detail to identify causes

Identifying Mystery Substances

Mini-Lab

A mysterious substance was found at a crime scene. It looks harmless enough, but what is it? Can it be a clue?

A forensic scientist may be called upon to identify substances found at crime scenes. In this investigation you will use chemistry to identify unknown substances by their physical and chemical properties. Then see if you can identify an unknown substance by comparing it to known substances.

Materials:

- 5 white powders
- magnifying lens
- pipettes
- water
- vinegar
- iodine solution
- measuring spoons
- white paper
- black paper
- 5 small jars

Directions:

- 1. Place 1 ml (1/4 teaspoon) of each powder on a piece of black paper. Use the magnifying lens to examine individual grains. Record your observations.
- 2. Rub a small amount of each powder between two fingers. Record your observations about the texture.
- 3. Smell each substance. Record.
- 4. Use a pipette to place a drop of water onto each powder. Use the magnifying lens to observe whether the substance dissolves or reacts in some way. Record your observations.



- 5. Place 2 ml (1/2 teaspoon) of each powder into individual jars. Use a pipette to add two drops of iodine to each jar. Observe and record.
- 6. Now conduct a little research. Look up the properties of salt, sugar, chalk, cornstarch and baking soda. Can you identify each substance based on the properties you observed?
- 7. Have a friend place a small amount of one of the powders on a sheet of black paper while you are not looking.
- 8. Perform any necessary tests to determine the identity of the powder.
- 9. Switch places with your partner.

What tests were most useful in identifying the mystery powder?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Bethany Hamilton

Me, quit?  
Never.

**RISE ABOVE**

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*Let's Investigate*

Inspecting fingerprints left behind at a crime scene is a technique used in forensics. Investigate for yourself how forensic scientists analyze fingerprints.

Ask several of your friends if you can collect their fingerprints. Try pressing a finger to a clear sheet of plastic (a report cover or transparency). Dust it lightly with cocoa powder. Label the prints on this database by person and finger.

Use a magnifying lens to analyze the patterns. Experts classify fingerprints as arches, loops, whorls and composites. See if you can classify the prints of your classmates. Are different types of prints found on the same hand? Can you use your database to identify the owner of an unknown print? Good luck, detective!

If you'd like to make any editorial comments about our paper, please write to us at [support@studiesweekly.com](mailto:support@studiesweekly.com).





## Furry Diplomats

How would you ask an island nation of more than 20 million people to give up their national identity and pledge allegiance to your flag? Would you try to buy their allegiance? Would you threaten them? Maybe you would take over by force? Many countries have changed leaders in each of these ways. In recent years, China has decided to try something else—a gift of pandas!

Many people also know China and Taiwan as the People's Republic of China and the Republic of China. They have a relationship that is both simple and complicated. Taiwan, an island off the coast of China, was a refuge for 2 million Nationalist Chinese in 1949. This was when the Communist Party ruled on the Chinese mainland with Mao Zedong's forces. Taiwan had a Nationalist government and flourished over the following 50 years. It was the only Chinese government recognized by Western governments. Taiwan was also a founding member of the United Nations and an economic success in the East. It had created a solid market economy with a large trade surplus. This means that Taiwan exported more than it needed to import for its people.

While Taiwan lived under separate and very different rule since 1949, China has always insisted that the island is part of its territory. The two have had an uneasy peace for the last half-century. China threatens to invade should Taiwan ever formally declare its independence. But with economic changes come diplomatic changes. China recently took over the United States as Taiwan's main export market. It has become the second largest source of imports for Taiwan. Many people were not surprised when a 58-year-old ban on direct transportation between China and Taiwan was lifted in 2008. New avenues of open transportation across the Strait of Taiwan are bound to open even more markets, including tourism. Could a gesture of friendship be far behind?

CONTINUED ON PAGE 4



### Connections

## Making the World a Kinder Place

We sometimes wonder why bad things happen to innocent people. Although we may never understand it, we can do our best to keep things like this from happening in the future. When we do this, we are doing our part to make the world a kinder place, without anger and violence. One way to do this

is by making a plan to replace bullying and violence with kindness. The Cool to Be Kind (C2BK) program was developed to help students create programs in their classes and schools that are based on pro-kindness – doing nice things for others. Students look for ways to “pay it forward” each day.

Paying it forward means that when someone thanks you for doing something nice, you ask that person to pay it forward by doing something nice

for someone else. By paying it forward, kindness continues to spread across the world and people start thinking kinder thoughts and ways that they can help other people. What are some ways you could practice paying it forward? How about doing yard work for an elderly neighbor for free? Or inviting a new student to eat lunch with you and your friends? What about giving up your seat on the bus to someone who looks tired, or helping someone pick up something they have dropped? Thinking kind thoughts and acting on them with acts of kindness is a simple change that you can do to change the world.

Teachers: Go to <http://www.pifexperience.org/wp-content/uploads/2012/09/C2BK-program-outline9.pdf> to find out more about starting a C2BK program at your school!







This week we're shifting our gaze on the map to the East. Eastern Asia covers more than 4.5 million square miles, and about 1.6 billion people live there. This means that a little less than one quarter of the world's population lives in this area. This is twice as many people as live in all of the European countries combined! Parts of Asia are very crowded. Let's take a closer look at Eastern Asia.

The United Nations groups the following territories together geographically: the People's Republic of China (including Hong Kong and Macau), the Republic of China (Taiwan), Mongolia, Japan, the Democratic People's Republic of Korea (North Korea) and the Republic of Korea (South Korea). All of these groups have, at one time or another in history, been influenced by the Chinese culture.

## Mainland China—the Making of a Global Power

In 1949, some Nationalist Chinese fled to the island of Taiwan to form a republic. Those who stayed on China's mainland were under the communist rule of Mao Zedong. For the next 30 years, Mao Zedong tightly managed China's economy and standard of living.

The country grew little or not at all. While mainland China was secure from foreign invasion and civil unrest for the first time in decades, communist rule forced the Chinese people to survive on only agriculture and very low wages. It was a system that would simply not support a billion people. In 1978, Chinese leaders who succeeded Mao Zedong

deliberately planned to open China's economy to develop their world markets. China made small changes over time. However, the Chinese government maintained tight political control over the citizens. The clear and resounding result has been great economic success. What had been a strictly closed society, both politically and economically, has blossomed from increased international trade and finance.

## Mongolia—Desert Nomads and Diplomats

Mongolia is a republic which lies north of Mainland China and south of Russia. It is the second-largest landlocked country in the world, after Kazakhstan. Historically famous for Genghis Khan's stately conquests in the 13th century, Mongols now live a relatively quiet life in the 21st century. Independent since the dissolution of the USSR, Mongolia is a land of deserts and mountains, rural settlements and cities. It relies traditionally on agriculture, and almost 30 percent of the population continues to live a nomadic life in the desert. They never settle permanently in one place, but move frequently to find food and shelter. Fortunately for the health of the national economy, the country also has a large amount of natural resources of mineral deposits, such as gold, copper and coal. As members of the World Trade Organization, Mongols rely heavily on neighbors to supply essentials, such as fuel and food. They also maintain positive foreign relations with most global powers. Mongolia is truly a mix of modern and traditional lifestyles.

## What's In A Name?

For years, people in Western Asia have used the word "Orient" to refer to Eastern Asia. Orient means east, and Occident means west. So, in the Western Hemisphere, those who came from Eastern Asian countries were often referred to as being Oriental. These days, however, many in the United States consider it impolite and disrespectful to call a person of Asian descent Oriental. Instead, people use the term Asian American. Some may use a more specific term, such as Japanese or Chinese.

In the United Kingdom, the term Asian refers not to those who are from Eastern Asian countries such as China, Japan and Korea. It actually refers to those who are considered of South Asian descent—Pakistani, Indian, Sri Lankan and Bangladeshi. Of course the safest way to discuss heritage is to avoid using labels altogether—and when in doubt, politely ask.

## Pyongyang Pizza—A Bitter Treat

How far do you have to go to get a piece of pizza? Your school's cafeteria? The kitchen freezer? Pizza is such a favorite food for many people that it's hard to imagine our lives without it. If you live in North Korea, however, tasting pizza for the first time is a rare, expensive treat. The country's last dictator, Kim Jong-il, who died in 2011, was a huge fan of pizza. He even spent years having his chefs trained by master Italian pizza makers. The result was North Korea's first, government-authorized pizzeria located in the capital city, Pyongyang. Sources inside the country reveal that very few people are lucky enough to dine at the restaurant. They are treated to pizza and pasta made from ingredients flown in fresh from Italy. Sadly, sources inside North Korea also reveal a much different menu for the majority of the North Koreans—famine. While Jong-il and his friends dined on pizza, millions of others in the country went hungry.



# Eastern Asia—a Fourth of the Population Pie

## Japan

When you hear the word "Japan" or "Japanese," what do you think about? Chances are that you think of sushi, automobiles and maybe manga or anime, the Japanese comics and animated cartoons. All of these imports are relatively recent arrivals to the United States, and all have exploded in popularity. However, if you know someone who lived through World War II, you may have heard stories of Japan that are not quite so positive. A tremendous shift has happened in the last 70 years for Japan. It is not just in Japan's reputation in the United States, but in its place in the world.

Franklin D. Roosevelt said Dec. 7, 1941, was "a date that will live in infamy." He was correct. We cannot forget the day that Japan attacked our naval station at Pearl Harbor in Hawaii. For three and a half long years we fought Japan all over the Pacific Ocean and on islands in Eastern Asia. More than seventy years later, Japan has rebuilt its war-torn shores, is a good friend to the United States and is an economic powerhouse. The island nation, which is slightly smaller than the state of California in area, has one of the largest economies in the world. Japan exports automobiles and electronics, though cultural exports such as anime never seem far behind.

## North and South Korea—A Deadly Family Feud

How does one country become two? In the case of North and South Korea, the answer is from a history of war and takeover. Korea is a peninsula of land extending from China into the Sea of Japan and the East China



Sea. Japan seized Korea to unify the countries beginning in 1910. In the buildup before World War II, Japan treated Korean citizens harshly. The Japanese stripped Koreans of their customs and possessions and ordered Koreans into labor and military camps. The Japanese surrendered at the end of World War II, in 1945. The two biggest winners—the United States and the Soviet Union—began to divide their gains of war. In this case it was the Korean Peninsula. They decided that the Soviet Union would manage the area north of the 38th parallel line of latitude. South of that line, the United States assumed control. Each nation formed new and separate governments in the Korean region that reflected each nation's own government. The Soviet Union began tight, communist control

in the North, and the United States began a democratic government in the South. Both new governments attempted to take over the other in time. This resulted in a bloody three-year struggle known in the United States as the Korean War. Chinese armies came to aid the North Korean forces, while the United States fought on the side of South Korea. In the end, governments signed a cease-fire agreement in the summer of 1953. The agreement included a demilitarized zone, an area where there could be no military control, set once again around the 38th parallel.

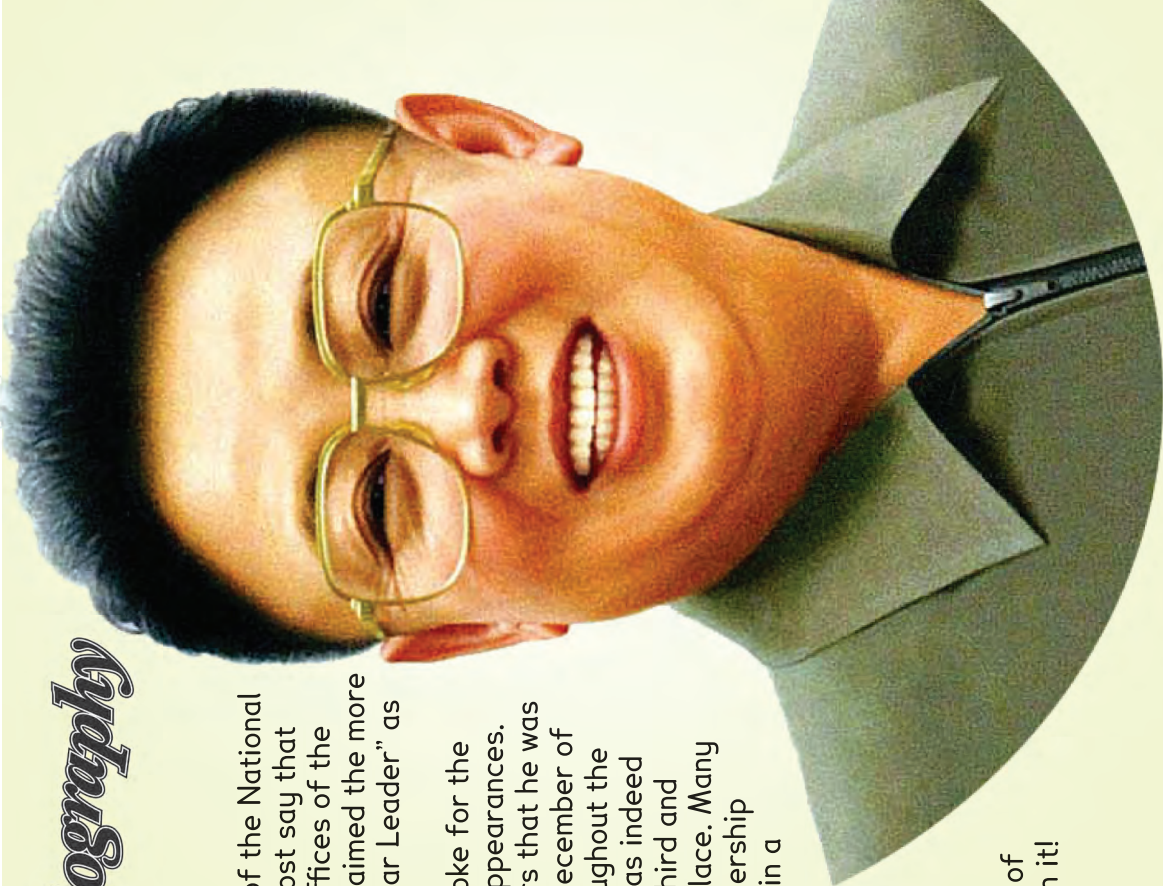
Now, North Korea calls itself the Democratic People's Republic and maintains strict control over its citizens. Most consider North Korea a dictatorship. Kim Jong-il ruled North Korea for

## Kim Jong-il (1941-2011) Mystery Man

Who was Kim Jong-il? Was he a fanatic with a reputation for being wild? Or was he a smart leader who just used secrets and rumors to keep his rivals off balance? Those who have met him say both. Western leaders have been unsure about him ever since Jong-il succeeded his father as the second leader of the Democratic People's Republic of Korea. Early reports say he was born Feb. 16, 1941, in the former USSR, where his father had been exiled. But official North Korean government records have been changed. They now say he was born in 1942 in a remote part of North Korea. The birth was said to have been foretold by a swallow on a mountain and announced by a new star in the sky.

Raised in China and North Korea, Kim Jong-il followed a course of education and training that allowed him to assume power after his father's death in 1994. He was a member of the Workers' Party of Korea and was eventually made supreme commander of the army. In time he also earned the titles of general secretary of the Workers' Party

## Biography

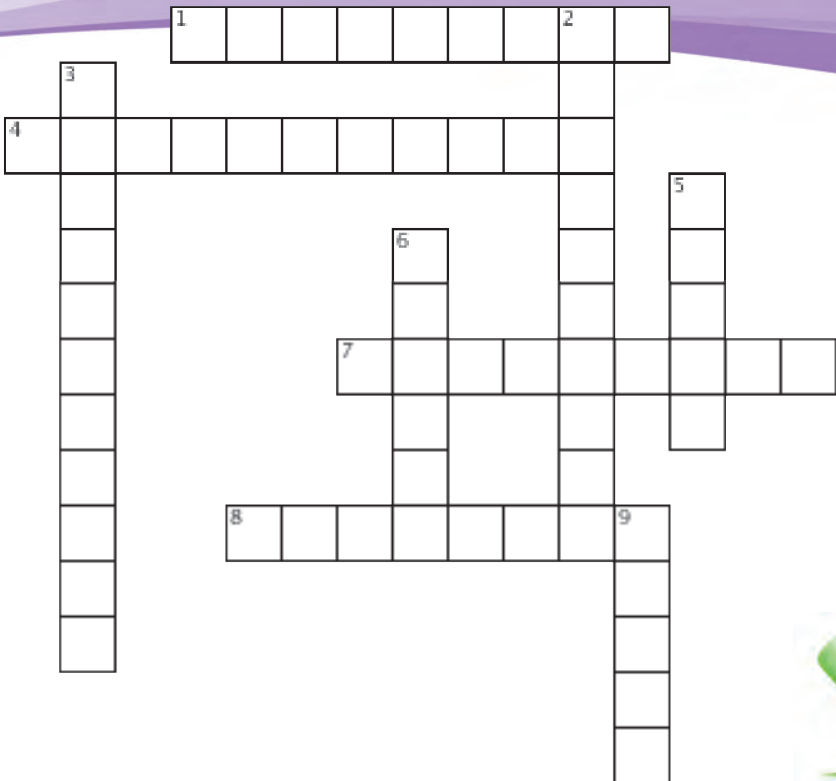


of Korea and chairman of the National Defense Commission. Most say that these are the highest offices of the state, and Jong-il had claimed the more affectionate title of "Dear Leader" as his own.

Kim Jong-il rarely spoke for the record or made public appearances. It was rumored for years that he was gravely ill or dying. In December of 2011, word spread throughout the world that Kim Jong-il was indeed dead. Kim Jong-un, his third and youngest son, took his place. Many hoped that the new leadership would take North Korea in a different direction. Will the country continue along the path marked by Kim Jong-il? Will North Korea move toward peace and democracy? The future of Eastern Asia depends on it!



Name \_\_\_\_\_



- ACROSS**
- 1. Communist Chinese leader
  - 4. naval station in Hawaii attacked on Dec. 7, 1941
  - 7. former North Korean leader
  - 8. Yuan Yuan’s panda friend

- DOWN**
- 2. Democratic People’s Republic of Korea
  - 3. 13th century Mongolian conqueror
  - 5. Japanese comics
  - 6. The Republic of China
  - 9. one who moves from place to place



As you read this week’s lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers and get ready for this week’s test.

# Do the Math! Population Density

About 25 percent of the world’s population today lives in Eastern Asia. Some cities are very densely populated, with many people living in a small area. Other areas are sparsely populated, with very few people living there. Density is typically calculated per square mile or square kilometer. It’s a very simple formula. Just divide the given population by the area.

Use the data provided to find the population density for the following countries or cities in Eastern Asia. If your teacher allows, you may use a calculator. Remember to round up to the nearest whole number—in this case, whole person—and don’t forget to label your answers! Note: Areas and populations are estimates from 2016 information.

**Example:** The area of Springfield is 54 square miles. Springfield’s population is 116,000. The density is:  $116,000 / 54 = 2,167$  people per square mile.

1. The area of Hong Kong is 426 square miles. Hong Kong’s population is 7,000,000.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. The area of Macau is 10.88 square miles. Macau’s population is 593,000.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. The area of mainland China is 3,600,947 square miles. Mainland China’s population is 1,367,000,000.

# Mapping & Charting

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. The area of Mongolia is 600,285 square miles. Mongolia’s population is 2,993,000.

\_\_\_\_\_

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5. The area of Japan is 144,689 square miles. Japan’s population is 126,920,000.

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6. The area of Tokyo, Japan, is 5,212 square miles. Tokyo’s population is 13,282,000.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Bonus Activity:** Use graph paper to design and plot out an area that illustrates population density of a community. Be sure to use a key that includes a scale and identifies symbols.

For example, 1 square inch might be equal to 1 square mile on your scale. A black dot on the graph might symbolize 10 people in a rural area, while a triangle could represent 100 people in a metropolitan area. Be prepared to share or present your design.

Eastern Asia provides a wide range of lifestyles, cultures and climates from which to choose. There are deserts, farmlands, mountains, small villages and bustling cities, some within the same country. Take a few moments and imagine that you must move to one of these countries. Take into account the climate, the culture and language of each. To which country would you choose to move? Would you choose the one that feels most like the one you live in now? Or, do you prefer an adventure, looking for a lifestyle very different from yours? Write a paragraph or two explaining your choice. Be sure to check for correct spelling, grammar and punctuation!



## Furry Diplomats

CONTINUED FROM PAGE 1

The gift of pandas is a traditional Chinese gesture of diplomacy. The Taiwanese government rejected the first offering of a pair in 2005 because they didn’t trust China’s motives. However, the new president of Taiwan, Ma Ying-jeou, accepted the gift in December 2008. The people of Taiwan, both young and old, greeted the pair of pandas at a national event. The pandas, Tuan Tuan and Yuan Yuan, have become celebrities and are now parents! Their names mean “reunion” when linked together. This gift leaves little doubt that the Chinese are hoping the pair will bring goodwill, if not an actual reunion, for the two governments.

If you’d like to make any editorial comments about our paper, please write to us at [support@studiesweekly.com](mailto:support@studiesweekly.com).

# Global Studies Weekly

## Teacher Supplement

Name: \_\_\_\_\_  
Global Studies Weekly (6th Grade)

Date: \_\_\_\_\_  
3rd Quarter, Week 16–Eastern Asia

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

- 1 Why is Pyongyang pizza considered a “bitter treat” in North Korea?
- Ⓐ Kim Jong-il loved pizza, but he made it with strange and bitter ingredients.
  - Ⓑ The tomato sauce is made with juice of a rare and expensive bitter nut.
  - Ⓒ The North Koreans’ favorite topping is grapefruit.
  - Ⓓ Kim Jong-il ate expensive pizza while the people of his country went hungry.

Use the map below and what you know to answer #2 and #3.



- 2 Which body of water separates the Korean Peninsula from Mainland China?
- Ⓕ Sea of Japan
  - Ⓖ East China Sea
  - Ⓗ Bay of Bengal
  - Ⓙ Strait of Taiwan
- 3 After World War II, Korea was divided into two separate countries by the 38th parallel. How is this represented on a map?
- Ⓐ by the compass rose
  - Ⓑ as a line of longitude
  - Ⓒ in the map key
  - Ⓓ as a line of latitude

## Global Studies Weekly

### Teacher Supplement

- 4 In what way is Eastern Asia a fourth of the population pie?
- Ⓐ Around a quarter of the world's seven billion people live there.
  - Ⓑ Its land area is about a quarter of all land on Earth.
  - Ⓒ Its population is about 1.5 million people.
  - Ⓓ If world population were shown in a pie graph,  $\frac{3}{4}$  of the graph would go to east Asia.
- 5 Which of the following is a text-based detail about Mongolia's economy?
- Ⓐ It is famous for the conquests of Genghis Khan in the 13th century.
  - Ⓑ About 30 percent of Mongols are nomadic, so they move around the deserts.
  - Ⓒ There is a large amount of natural resources such as gold, copper and coal.
  - Ⓓ Mongolia is a land of deserts and mountains.
- 6 What happened to China during the years that Mao Zedong was the country's leader?
- Ⓐ China became a leader in international trade and finance.
  - Ⓑ China had a republican form of government.
  - Ⓒ China had little or no growth and the people were under tight political control.
  - Ⓓ China was in danger of foreign invasion.
- 7 What evidence does the author use to support the idea that Kim Jong-il was a "mystery man" while he was in charge of North Korea?
- Ⓐ There is conflicting information about his date and place of birth.
  - Ⓑ He wore sunglasses all the time so no one could see his eyes.
  - Ⓒ He was always smiling no matter his mood.
  - Ⓓ He was the only world leader to also be a mystery writer.
- 8 What does China claim it will do if Taiwan ever declares its independence?
- Ⓐ send a pair of pandas to Taiwan
  - Ⓑ launch a nuclear weapon
  - Ⓒ invade Taiwan
  - Ⓓ cut off trade with Taiwan

# Global Studies Weekly

## Teacher Supplement

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

9. How has the relationship between the U.S. and Japan shifted in the last 70 years? Cite evidence from the text in your response.

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10. How have pandas been used as diplomats in Eastern Asia? Use text-based details in your answer.

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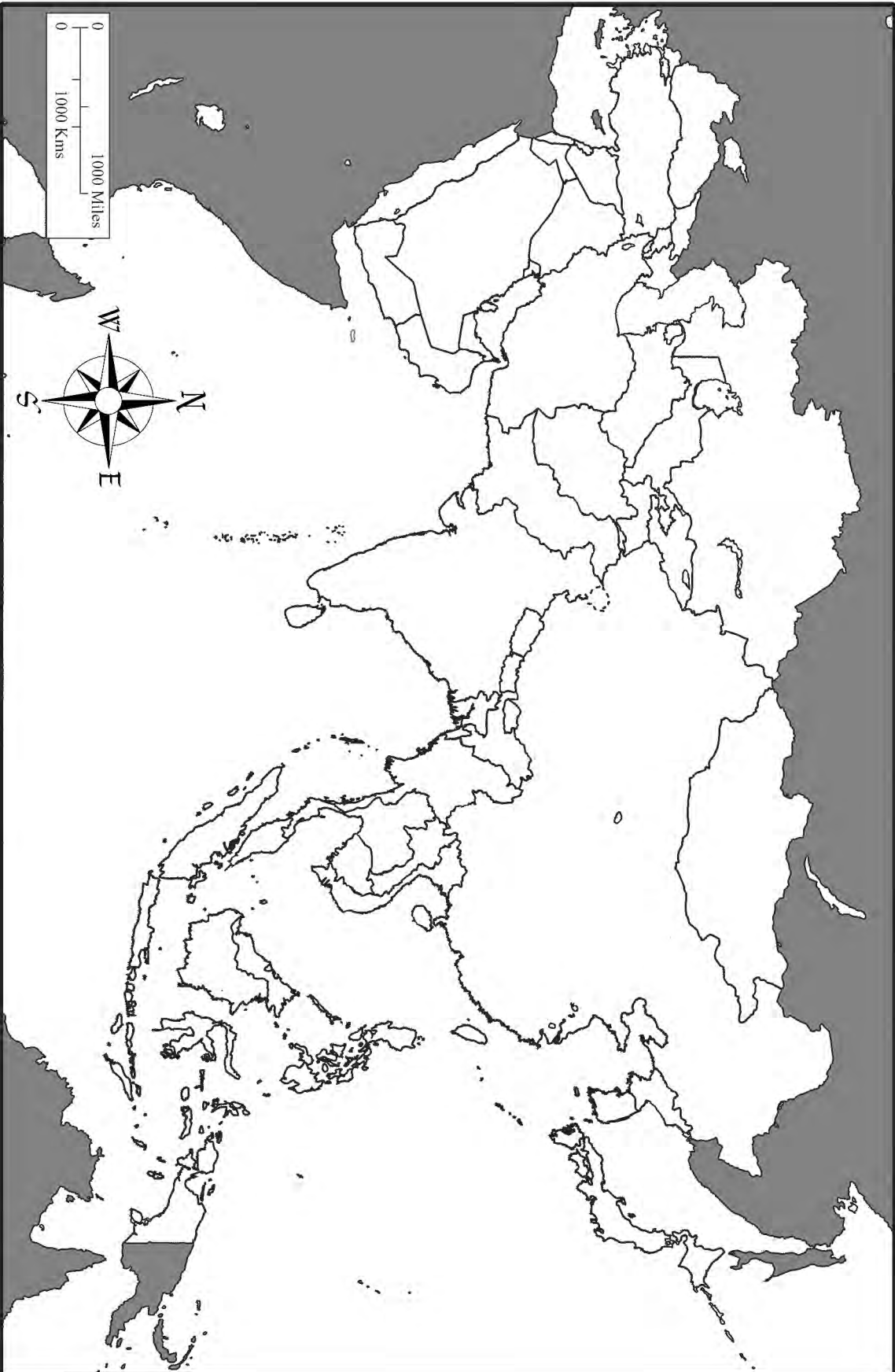
# Global Studies Weekly

## Teacher Supplement

### Outline Map of Asia

Outline maps are available on many websites. [http://www.eduplace.com/ss/maps/pdf/cn\\_asia\\_pol\\_nl.pdf](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 5/18/20

PORTRAITS





## **DIRECTIONS:**

Using materials available in your house, create a portrait or a self-portrait. You may draw it, paint it, create a collage, or build it with found objects.

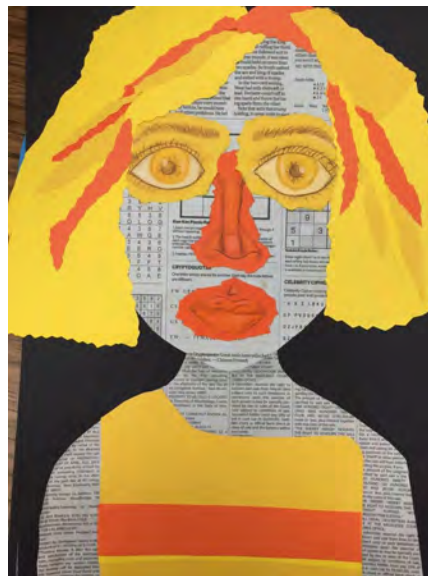
## **DEFINITIONS:**

Portrait is an artwork that has been created about a person or persons (*sometimes animals*). It should tell us something about the people in the work of art.

Self-portrait is a work of art that the artist does of themselves.

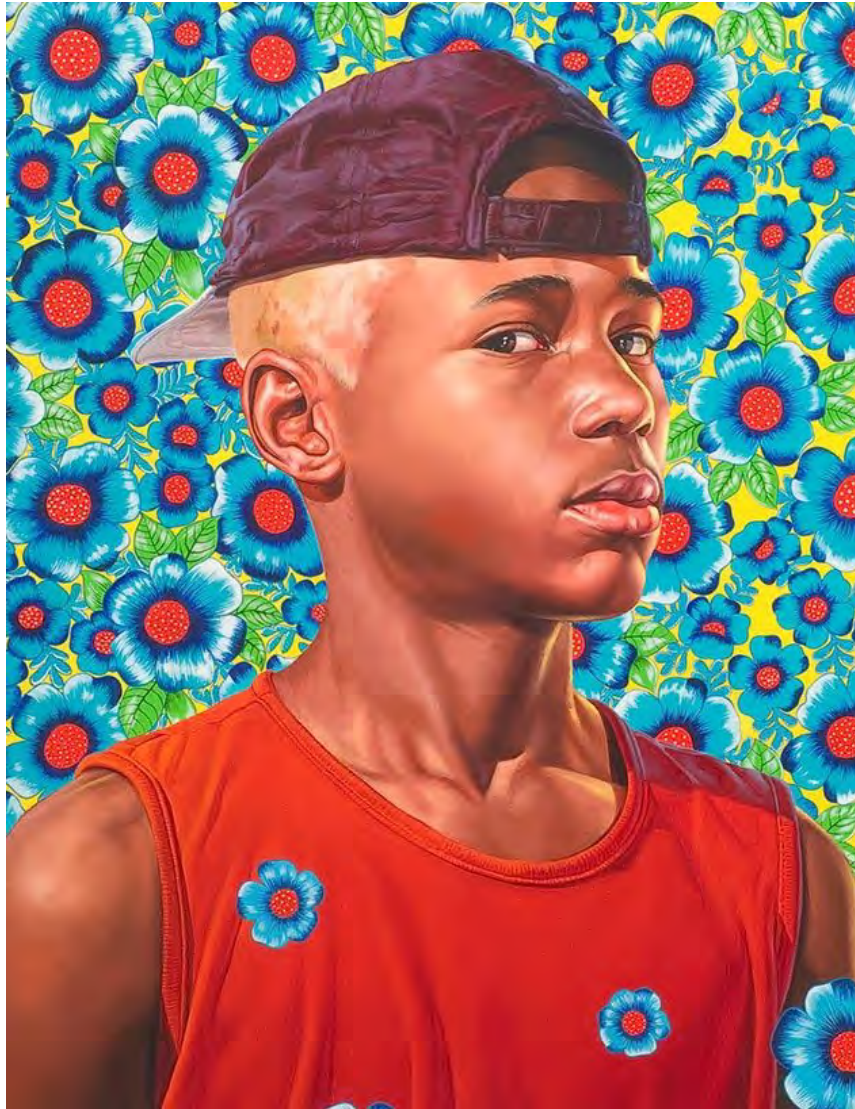
Found object is a natural or man-made object or part of an object that is found by the artist and kept because of some interest or value to the artist. It can be changed or left whole before using in larger works.

Collage describes both the technique and the resulting work of art, in which paper is torn or cut, arranged and stuck to a supporting surface.



Assemblage is art made by assembling unlike object's often every day, common objects scavenged by the artist. It is a 3-D collage.

**INSPIRATION:**



***Portrait by Kehinde Wiley a Contemporary Artist who celebrates the proud Heritage of Black Women and Men in sculpture, painting and stained glass.***

**Found object faces:**

<https://artsandactivities.com/found-object-faces/>

**Collage self-portraits:**

<http://www.artteacherinla.com/funky-collage-self-portraits/>

**Lego style self-portraits:**

<https://www.artwithmrsnguyen.com/2014/03/lego-style-self-portraits>

**Must see video featuring Kehinde Wiley describing his Art:**

<https://youtu.be/dHx4IFPqPil>

If you choose to create a self-portrait, this may be a great time for self-reflection. Try to answer at least 6 of these questions about him/herself. You can talk to someone about it, have someone read it to you or read and write them all by yourself.

1. What is your name?
2. What is your favorite food?
3. If you could make the world a better place what would you do?
4. Who do you spend the most time with?
5. What is your favorite season?
6. What is your favorite thing to do?
7. If you could spend time with anyone, who would it be?
8. What would you like to learn from that person?
9. If you had a superhero power what would it be?
10. What do you miss most about school?
11. What would you like to learn that you have not yet?
12. What do you want to do some day or when you grow up?

Now, collect your materials and create your portrait! Have fun and stick with your choice.

#### **ASSESSING YOUR WORK:**

1. Did you include a person or persons?
2. Does your portrait tell the viewer something about the person or people in the work of art? For example: What do they look like? What they're doing?
3. Did you use as many elements of art as possible? (*line, color, shape, etc.*)

#### **PORTRAIT RESOURCES:**

YouTube Videos:

[Symmetry Song for Kids | A Day at Symmetry Land | Lines of Symmetry](#)

[ARTY PANTS \(Episode 1\) - Portraiture](#)

[How to Make a Self Portrait | Miss Brushes Art Academy \(Sesame Studios\)](#)

[The History of Portraits](#)

[Sesame Street: Chuck Close And Self Portrait](#)

**Books:**

[How Mona Lisa Got Her Smile](#)

[Seeing Symmetry](#)

**Famous Portraits:**

[Famous Portrait Paintings](#)

**Games:**

[Mona Lisa Puzzle | Online Arts Game](#)

[Free art game for kids- Draw a Portrait](#)

[Symmetry Painter . Games . peg + cat](#)

[Van Gogh self Jigsaw Puzzle](#)

[Disney Yourself](#)

[Vermeer: Girl with a Pearl Earring Breakout Game | Arcade style arts game for kids | Based on a Vermeer painting](#)

[Andy Warhol's Marilyn Prints](#)

**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](mailto:huhnb@wwcsd.net)**

**Ms. Kurtz [kurtzd@wwcsd.net](mailto:kurtzd@wwcsd.net)**

**Mrs. Windley** [WindleyA@wwcsd.net](mailto:WindleyA@wwcsd.net)

**Ms. Peck** [peckme@wwcsd.net](mailto:peckme@wwcsd.net)

**Mrs. Smith** [smitha@wwcsd.net](mailto:smitha@wwcsd.net)

**Mr. Wilburn** [wilburnp@wwcsd.net](mailto:wilburnp@wwcsd.net)

## Wayne-Westland Physical Education Elementary Distance Learning Lessons

# Week of May 18th

## Move It Monday

Today we are going to have some fun with balloons! Try to do this outside if you have space and the weather is cooperating! If you don't have a balloon, try using a light weight ball. This will also make it more challenging!

[Balloon Fun](#)

## 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!

[20 minute workout for kids](#)

## 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 let's do some running!!!

[20 Meter Pacer Demonstration](#)

[20 Meter Cadence w/ music](#) - approximately 65 feet

## Fun Time Friday

Today you are going to create a new game! It can be anything from using a ball or jump rope or any other sports or fitness equipment you might have at home or it could even be a new tag game. You can make the rules as easy or complex as you'd like. Make sure everyone in your family plays with you!

**Topic: Develop, implement, and model effective decision making skills to responsibly deal with daily academic and social situations.**

Kindergarten Read [Curious George Gets a Bike](#). Discuss decision making and brainstorm decision making situations that you could be in at home or at school.

1st Good vs bad choice activity- use the “If \_\_\_\_\_ then \_\_\_\_\_” model to explain what you would do in certain situations to make a good choice.

2nd Repeat 1st grade lesson.

3rd Discuss strategies you could use to help make a decision (pros and cons list, ask someone’s opinion, flip a coin etc) and explain how some strategies work better for certain situations. For example, you might flip a coin to choose where to go for lunch but not for what house you’re going to buy.

4th Discuss choices and consequences. Have the student verbalize or write about multiple choices they have made and what the consequences are to them (good or bad). How can we learn from the bad choices?

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](https://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](https://tinkercad.com)

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### **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